

EDMONTON PUBLIC SCHOOLS

April 18, 2006

TO: Board of Trustees

FROM: E. Schmidt, Acting Superintendent of Schools

SUBJECT: Results from Phase I of the Ten-Year Facilities Plan Public Consultation and Next Steps for the Proposed Plan

ORIGINATOR: C. McCabe, Executive Director

RESOURCE

STAFF: Jenise Bidulock, Michael Ediger, Leanne Fedor, Andrea Furness, Roland Labbe, Deanne Patsula, Cindy Skolski

INFORMATION

On December 13, 2005 the board received a report on a *Framework for Proposed Ten-Year Plan (2007-2016)*. The report outlined a series of planning initiatives and actions required to ensure the sustainability of district schools into the future. Two phases of stakeholder consultation were planned as essential components of the Ten-Year Plan preparation. The first phase of consultation is complete.

To facilitate the first phase of consultation, a Request for Proposals was issued to engage an external consultant, and Stantec Consulting Ltd. emerged as the successful vendor. The first phase focused on three key elements of the plan: school viability indicators, facility strategies and planning principles. School viability indicators are the key pieces of information which reflect on a school's ability to provide quality programs into the future. These are the factors that point to a healthy school from financial, physical, and educational program perspective. Facility strategies are the possible interventions that can be taken to support a school or to address low viability. Planning principles are the broad objectives which will guide the work.

The public consultation process consisted of trustee-hosted meetings in quadrants of the city. The meetings involved school council representatives, principals, and community members. A Participant's Input Guide was developed to gauge support for the principles, viability indicators, and facility strategies. A copy of the Stantec Consulting report titled *Ten-Year Facilities Plan Review Public Consultation and Outcomes* is attached (Attachment I).

Feedback on School Viability Indicators:

- The School Viability Indicators that received the greatest level of support were:
 - Learning Conditions and Student Spaces
 - Location and Accessibility
 - Population and Demographics
 - Placement of Programs
 - Cost of Student Space

- School Viability Indicators that received generally lower support were:
 - Local Resident EPS School Aged Population
 - Role in the Community
- There was a suggestion from the consultants to consolidate the School Viability Indicators to make them easier to understand.

Feedback on Facility Strategies:

- Stakeholders provided general support for almost all of the Facility Strategies including: sustainability review, partial demolition, essential upgrade, general upgrade, school replacement, school consolidation, school closure, programming review, lease and/or partnerships.
- There was low support for the status quo at 35% support.

Feedback on Planning Principles:

- Stakeholder support was the strongest and most consistent for the Planning Principles, with support varying from 68% to 80%.
- The Planning Principle *Efficient use of district space and the retention of small schools* received the lowest level of support at 60% of stakeholders.
- The consultants recommended that the current Planning Principles be revised to make them clearer and more accessible.

General Feedback

- The consultants found general support for the School Viability Indicators, Facility Strategies and Planning Principles.
- At the first quadrant meeting, trustees expressed concern on how the Population and Demographic Indicator section was presented in the Participant's Input Guide. It was felt that the terminology used to describe this indicator was not self-explanatory so the guide was changed to provide clarity for the remaining three meetings. Participants were asked one question on whether or not they supported Population and Demographics as an indicator and examples were provided for more clarity (Appendix I).

Based on the feedback from the first phase of consultation, a School Viability Profile template has been developed to record viability information and facility strategy information for each school in the district (Appendix II). The template incorporates the key viability indicators that are valued by the stakeholders.

PHASE II - CONSULTATION

The next phase of consultation will occur on April 26, 2006. Stakeholders will review the results of the Phase I discussions, and will provide further input on the viability information that will be collected for sample district schools. Participants will also have input on the facility strategies selected for the sample schools.

Input will also be sought on one particular facility strategy called a sustainability review. This will apply to schools where viability is considered to be in question. The sustainability review will be conducted annually at identified schools, and will thoroughly review all possible facility options including possible school closure.

In addition, as identified during the school closures in June 2005, a review of the Board Policy FL.BP School Closure is planned which will create greater alignment of the policy with the School Act, Closure of Schools Regulation. Participants will be given preliminary information regarding the policy review, and will be invited to participate in that process via a web-survey that will be conducted in accordance with current board policy review procedures.

Following the Phase I consultation, the consultants recommended that benchmarks be set for each of the school viability indicators. The benchmarks will assist in determining an appropriate strategy for each school as well as the relative timing within the 10-Year time frame. It is also anticipated that the benchmarks will provide the basis for actions within the district's School Closure Policy.

Proposed Viability Benchmarks

Learning Conditions and Student Space

1. The total enrolment of the school, and/or total enrolment of the regular program, and/or the total enrolment of an alternative program, is less than:

Elementary (1 class per grade)	140 students or less
Junior High (2 classes per grade)	150 students or less
Senior High (5 classes per grade)	400 students or less

The above benchmarks are based on the Learning Commission's recommended class size requirements and exclude students in organized classes within special education district centres.

Population and Demographics

2. The population and demographic data indicates a decline in student population to the degree that there are:
 - Less than 280 EPS elementary students residing in the immediate school attendance area, exclusive of suburban areas designated to the school; or
 - Less than 140 EPS elementary students residing in the immediate attendance area and attending the school.
 - Less than 300 EPS junior high students residing in the immediate junior high attendance area; or
 - Less than 150 EPS junior high students residing in the immediate attendance area and attending the school.
 - Less than 800 EPS senior high students residing in the senior high attendance area; or
 - Less than 400 EPS senior high students residing in the attendance area and attending the school.

Cost of Student Space

3. The school requires use of less than 50 per cent of its existing space to provide instructional programs, and/or is funded for less than 50 per cent of its existing space in accordance with provincial Plant Operation and Maintenance funding calculations.

Location and Accessibility

- 4. There is a school within a 2.4 kilometer radius of the school which offers similar programs and has excess capacity.

Physical Condition

- 5. When a school facility audit score, as defined by the provincial standards is rated at more than 700 points.

Phase II Consultation Timelines

- April 5th Invited previous stakeholders who attended quadrant meetings and school council chairs to have an opportunity to provide input on the content of the draft plan and proposed benchmark indicators.
- April 26th Public Meeting to be held in the Centre for Education with a presentation in McCauley Chambers followed with break-out sessions in the Conference Centre.
- May 23rd Proposed Ten-Year Facilities Plan (2007-2016) provided to Board for approval.

ANNUAL PLANNING PROCESS AND TIMELINES

School Viability Profiles will be updated throughout the year. In September of each year, the district’s Annual Implementation Plan will be provided to the Board of Trustees as information. The purpose of the Annual Implementation Plan will be to outline the scope of work and timelines, regarding facility strategies recommended for individual schools or groups of schools. The Annual Implementation Plan will also outline the decision-making process in the case of each strategy and it will provide details concerning how and when the input of stakeholders will be incorporated.

A School Sustainability Review at any individual school or grouping of schools may be a recommended strategy proposed within the Annual Implementation Plan. With the completion of a School Sustainability Review, the administration would prepare and submit a final report, with recommendations, to the Board of Trustees for approval (Appendix III).

If a school is identified for closure through the Annual Implementation Plan or through a School Sustainability Review the process dictated in the School Act will be followed.

Timelines for the District’s Annual Facilities Review Process is outlined in Appendix IV.

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Appendix I	Clarification on Population and Demographic Indicator Results
Appendix II	School Viability Profile Template
Appendix III	Proposed Outline and Process for School Sustainability Reviews
Appendix IV	Timelines for District’s Annual Facilities Review Process
Attachment I	Consultant Report: <i>Ten-Year Facilities Plan Review Public Consultation and Outcomes</i>

Clarification on Population and Demographics Indicator Results

At the first quadrant meeting, trustees expressed concern on how the Population and Demographic Indicator section was presented in the Participant's Input Guide. In this section, participants were asked to identify if they supported each of the four sub-sets of the Population and Demographic indicator. The sub-sets presented were as follows:

- Local resident school-aged population
- Local resident EPS school-aged population
- Local resident student enrolment
- Local non-resident school enrolment

It was felt that the terminology used to describe this indicator was not self-explanatory so the guide was changed to provide clarity for the remaining three meetings. Participants were asked one question on whether or not they supported Population and Demographics as an indicator and examples were described with more clarity as follows:

- Local Resident School-Aged
 - number of students living in a neighbourhood (EPSB and other districts)
- Local Resident EPS school-aged population
 - number of students attending any EPS school that lives in the neighbourhood
- Local resident student enrolment
 - number of students attending the school that live in the neighbourhood
- Local non-resident student enrolment
 - number of students that attend the school that do not live in the neighbourhood

From the first meeting, of the 30 participants who submitted their input sheets, an average of 73 per cent supported Population and Demographics as an indicator, 16 per cent did not support this indicator and 11 per cent did not identify an opinion. From the remaining three meetings, of the 120 participants who submitted their input sheets, an average of 57 per cent supported Population and Demographics as an indicator, eight per cent did not support this indicator and 34 per cent did not identify an opinion. One participant indicated both support and non-support. Our analysis indicates that on average, 65 per cent of participants supported this indicator, 12 per cent did not support, and 22.5 per cent did not identify an opinion. This leaves .5 per cent for the one participant who indicated both support and non-support.

EDMONTON PUBLIC SCHOOL: ABBOTT

LEARNING CONDITIONS AND STUDENT SPACES

Programs Available: Regular, Strategies

Number of Students Per Grade:

K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	TOTAL
36	30	34	33	31	35	32	231

Number of Students Per Program:

Regular	Alternative	SN	Severe SN	Other	TOTAL
124	0	93	4	10	231

Historical Enrolment:

2001	2002	2003	2004	2005
252	240	235	237	231

8% Decline from 2001

POPULATION & DEMOGRAPHICS

Local and Non Local Enrolment in Regular Program:

- 124 Number of Regular Students Enrolled
- 93 Number of Regular Students Enrolled living in the Abbott Attendance Area (Local Enrolment)
- 31 Number of Regular Students Enrolled who DO NOT live in the Abbott Attendance Area (Non-Local Enrolment)

Abbott Neighbourhood Demographics:

- 255 Total Number of EPS Elementary Students Residing in the Abbott Neighbourhood
- 145 Total Number of EPS Students Residing in the Abbott Neighbourhood Attending Abbott School
- 110 Total Number of EPS Students Residing in the Abbott Neighbourhood NOT attending Abbott School
- 57% Abbott School's Neighbourhood retention rate (District Average for Elementary is 48%)

COST OF STUDENT SPACE

Plant Operation and Maintenance Funding:

- 100 Total Number of Student Spaces Unfunded through Provincial PO&M allocation
- 77% Percentage of Unfunded Space

LOCATION & ACCESSIBILITY

Facility and Land:

- Year School was Built: 1958 School Capacity: 428
- Provincial Facility Audit Score: 430 (1999-2000) Facility Re-Audit Score:
- Number of Schools with Available Space and Similar Programs within a 2.4 km Radius: 8
- Land Status: Non-Reserve
- Existing Leases in the School: ABC Head Start - 146.2 m², Ben Calf Robe Society - 73.0 m²
- Portable Classrooms on site: 0

Transportation:

0	Regular Program Yellow Bus Riders	0	ETS Bus Riders
0	Alternative Program Yellow Bus Riders	0	Number of Regular Routes Serving the School
36	Special Needs Program Yellow Bus Riders	4	Number of Special Needs Routes Serving the School
		Poor	ETS Service

Local Conditions:

Interpretation and Recommendation:

Facility Strategy:

Proposed Outline and Process for School Sustainability Reviews

A School Sustainability Review at any individual school or grouping of schools may be a recommended strategy proposed within the Annual Implementation Plan. A School Sustainability Review would commence in November of each year. With the completion of a School Sustainability Review, the administration would prepare and submit an information report to board on the results of the review.

Specific information to be considered within a School Sustainability Review could include:

1. Learning Conditions and Student Spaces
 - Current enrolment;
 - Enrolment history (5 year);
 - Enrolment projections (5 year);
 - Programs offered in the school;
 - Class/grade configurations; and
 - Programs offered in surrounding schools and in the sector.
 - Capacity of the school (internally calculated using the space inventory system);
2. Population and Demographics
 - Demographics of where students reside;
 - Residential development, potential in school's attendance area; and
 - City of Edmonton population forecasts.
3. Cost of Student Space
 - Plant operating costs;
 - Plant maintenance and capital costs;
 - Transportation costs;
 - Subsidies being accessed by the school (small school subsidy, others).
 - School-based salary and benefit costs;
 - Staff allocation; and
 - Certified staff, support staff, custodial staff, and exempt staff.
4. Physical Condition
 - Facility audit assessment (facility operation costs, projected capital costs);
 - Inventory of space use for instruction, including floor plans; and
 - Ownership of facility and land.
5. Location and Accessibility
 - Current transportation situation, arrangements and services;
 - Number of students requiring busing to get to school along with ride times; and
 - Accessibility to Edmonton Transit System (ETS) if applicable.
 - Capacity of the school (internally calculated using the space inventory system);
6. Role in the Community
 - Proximity of closest public schools
 - After school and evening user groups;
 - Existing tenants, partnerships and leases in the building; and
 - Access to existing playgrounds, recreational areas and playing fields.

7. General Information

- Local conditions;
- Future capital plans in the sector;
- New schools planned in the sector; and
- Additional relevant issues identified during the review process.

Edmonton Public Schools
Planning Department
April 2006

TIMELINES FOR DISTRICT'S ANNUAL FACILITIES REVIEW PROCESS

MAY

Ten-Year Facilities Plan approved by Board

- Planning Principles
- School Viability Indicators
- Facility Strategies



SEPTEMBER

School Viability Profiles will be updated for each school using current enrolment data

- Apply key viability indicator benchmarks for each school
- Interpret profiles and make any changes needed to facility strategy recommendations

Identify schools to be included in the Annual Implementation Plan and the Facility Strategy recommended and present the plan for board approval



OCTOBER/NOVEMBER

Sustainability reviews completed on all schools in the Annual Implementation Plan and brought to public board as information



DECEMBER

At the 2nd board meeting of each December recommendations for closure sent to Board for any school identified through the Annual Implementation Plan or Sustainability Review.



JANUARY

Organize public meetings to discuss Facility Strategy for schools identified in Annual Implementation Plan that will require a public meeting for example:

- ⇒ Initiate School Closure Process
 - Written notices and public meetings in accordance with the School Act
 - All school closures to be completed no later than March 15th prior to the passport process taking place
- ⇒ Initiate Other Consultation Processes
 - For example process to move programs from one school to another
 - For example process to change boundaries for a school



FEBRUARY

No later than the last public board in February final recommendations for school closures will go to public board



MARCH/APRIL

Identify Schools to be addressed through the Three-Year Capital Plan to Implement Facility Strategies



Ten-Year Facilities Plan Review *Public Consultation and Outcomes*

For:

Edmonton Public Schools



March, 2006

Table of Contents

EXECUTIVE SUMMARY	1
STAKEHOLDER CONSULTATION PROCESS	1
SUMMARY OF FEEDBACK	2
School Viability Indicators	2
Facility Strategies.....	3
Planning Principles	4
Conclusions	5
Consultant Observations.....	6
RECOMMENDATIONS.....	7
School Viability Indicators	7
Facility Strategies.....	8
Planning Principles	9

DETAILED REPORT	10
1.0 CHALLENGES IDENTIFIED IN THE CURRENT TEN-YEAR FACILITIES PLAN.....	11
2.0 KEY ELEMENTS OF TEN YEAR PLAN	12
2.1 School Viability Indicators	12
2.2 Facility Strategies.....	12
2.3 Planning Principles	13
3.0 FEEDBACK ON SCHOOL VIABILITY INDICATORS	14
3.1 Parents.....	14
3.2 School Staff.....	22
3.3 Community.....	32
3.4 Other Key Stakeholders.....	39
3.5 Summary - All Key Stakeholders	46
4.0 FEEDBACK ON FACILITY STRATEGIES.....	55
4.1 Parents.....	55
4.2 School Staff.....	57
4.3 Community.....	59
4.4 Other Key Stakeholders.....	61
4.5 Summary - All Key Stakeholders	62
5. FEEDBACK ON PLANNING PRINCIPLES	64
5.1 Parents.....	64
5.2 School staff	66
5.3 Community.....	68
5.4 Other Key Stakeholders.....	70
5.5 Summary – All Key Stakeholders	71

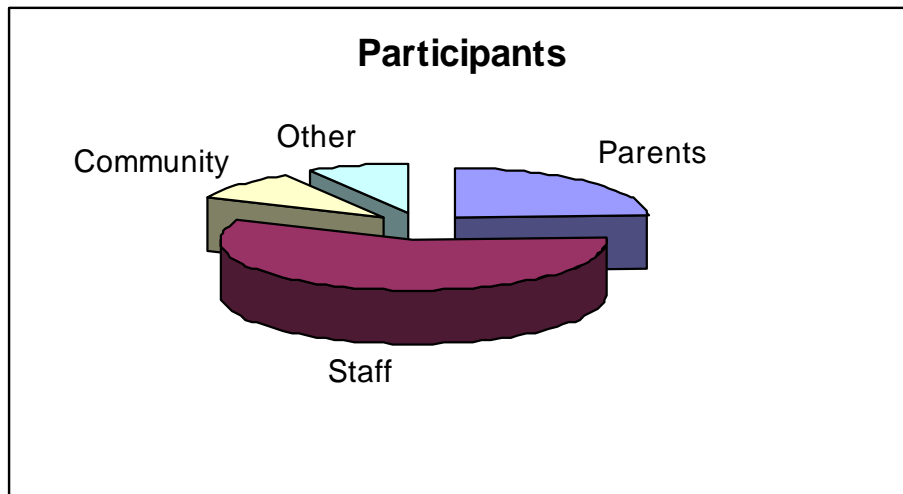
Executive Summary

STAKEHOLDER CONSULTATION PROCESS

In February 2006, Edmonton Public Schools embarked on a public consultation process to receive input on the Ten-Year Facilities Plan. A total of four meetings were held in different quadrants of the city, hosted by School Board Trustees. Invitees included Principals or Staff Designates, Parent Advisory Council Members and Key Communicators, and Community League Presidents from across Edmonton.

At the meetings, a presentation was given to these Key Stakeholders to help them understand the context of the Ten-Year Facilities Plan and the challenges facing the Edmonton Public School Board. Key Stakeholders were then engaged in a meaningful discussion about the EPS planning principles, school viability indicators, and facility strategies, and were invited to provide their feedback on each of these topics. Finally, Key Stakeholders were also encouraged to suggest new and innovative ideas that could be used in the creation of the next Ten-Year Facilities Plan.

Each Key Stakeholders completed a feedback form, reflecting his or her own input. Each Key Stakeholder was asked to indicate on the form which of three groups they represented. While about an equal number within each group were invited to attend, participation rates varied widely, with 86 staff, 37 parents and 15 Community League representatives signed in. Unfortunately, 13 Key Stakeholders did not indicate which group they represented or checked more than one category. The responses from these individuals have been reported under the “Other Key Stakeholders” category in this report.



SUMMARY OF FEEDBACK

School Viability Indicators

Of the 27 Viability indicators proposed in the 6 groups, there was good support for 15 of them and marginal support for another 10. The two indicators with the weakest support as shown in the table below were:

- Local Resident School Aged Population; and
- Other Unique Characteristics.

	Legend
Good support for indicator - 61% or More	
Marginal support for indicator - 41-60%	
Weak support for indicator - 40% or Less	
1. Learning Conditions and Student Space	
Total enrolment	75%
Number of students per grade	62%
Learning support (i.e. complement of instructional, instructional support & other professional staff)	52%
Learning resources (e.g. computer labs & equip, library & reference material, specialized equip.)	54%
Fit between learning space and program provided	62%
Availability of non-core courses, co-curricular and extra-curricular courses	50%
2. Population and Demographics	
Local resident school-aged population	71%
Local resident EPS school-aged population	12%
Local resident student enrolment	74%
Local non-resident student enrolment	44%
3. Cost of Student Space	
Total number of student spaces unfunded through provincial PO&M allocation	63%
Energy consumption per square metre (i.e. gas and electric)	58%
Capital invested since initial construction	50%
Cost to upgrade (i.e. indicator of facilities physical condition)	66%
4. Placement of Programs	
Local enrolment (i.e. regular program)	66%
Non-local enrolment (i.e. regular program)	52%
Enrolment between regular and alternative programs	64%
Enrolment between regular and special education programs	61%
5. Location and Accessibility	
Site conditions regarding safety and access	75%
Access (i.e. frontage, roadway width, edge of neighbourhood, safety)	65%
Cost effectiveness of transportation (ETS & Yellow bus)	61%
Ride times	69%
Distance to other schools in the district	61%
6. Role in the Community	
Community use of the facility	58%
Existing leases	44%
Existing partnerships	41%
Other Unique Characteristics	40%

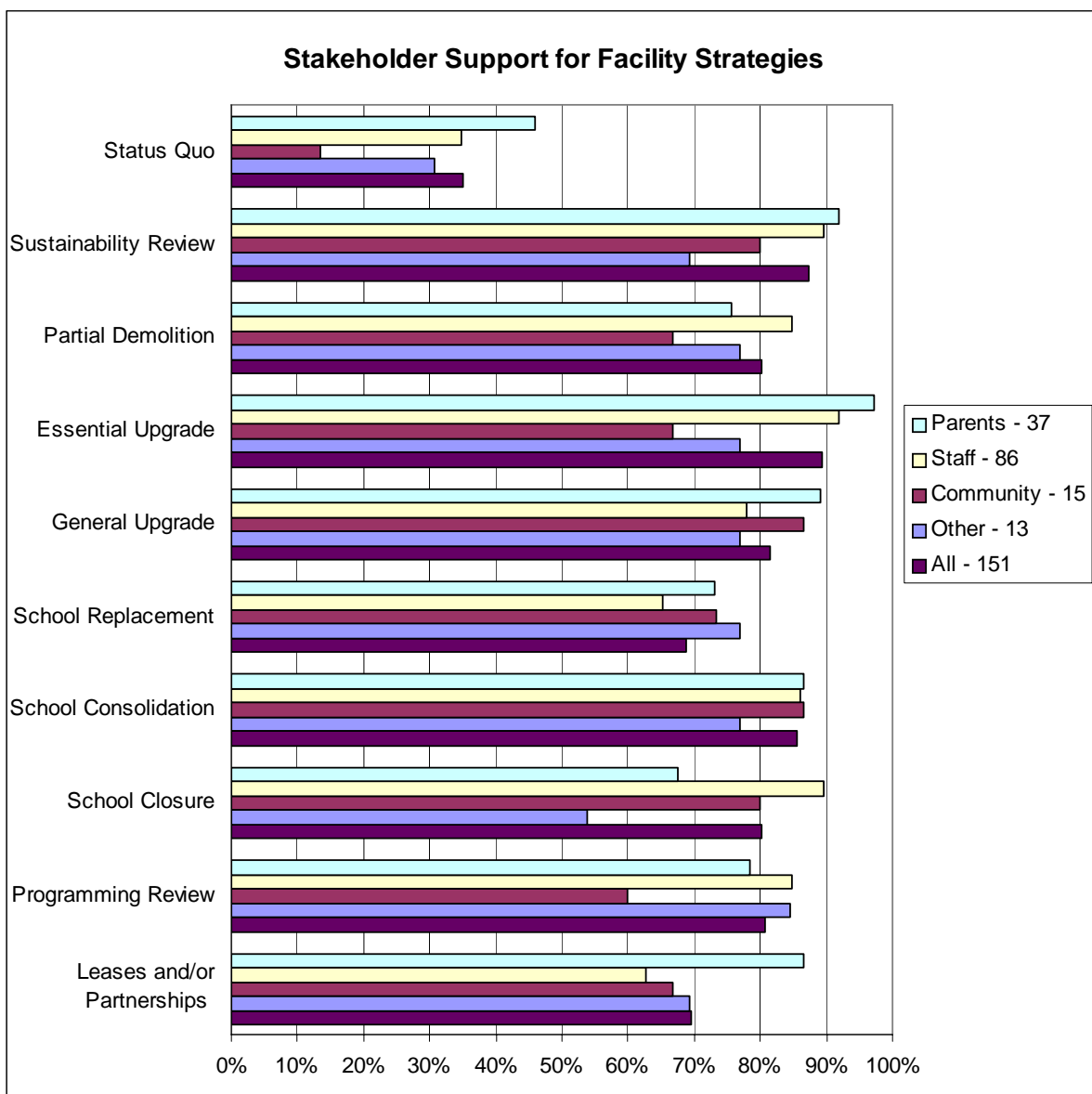
Stakeholders suggested that the following areas may not be adequately addressed with the current indicators

- Future development or redevelopment potential of the site.
- Spaces within a geographic area

The details for Stakeholder feedback on viability indicators can be found in Section 3.

Facility Strategies

The chart below shows levels of stakeholder support for the strategies proposed, by the different groups, and in total. Stakeholders have a high level of overall support for the Facility Strategies in general. With the exception of Status Quo, which has only 35% support, all strategies had a support level of 69% or higher. *Essential Upgrade* had the highest approval rating, perhaps because of the wording suggesting no choice.



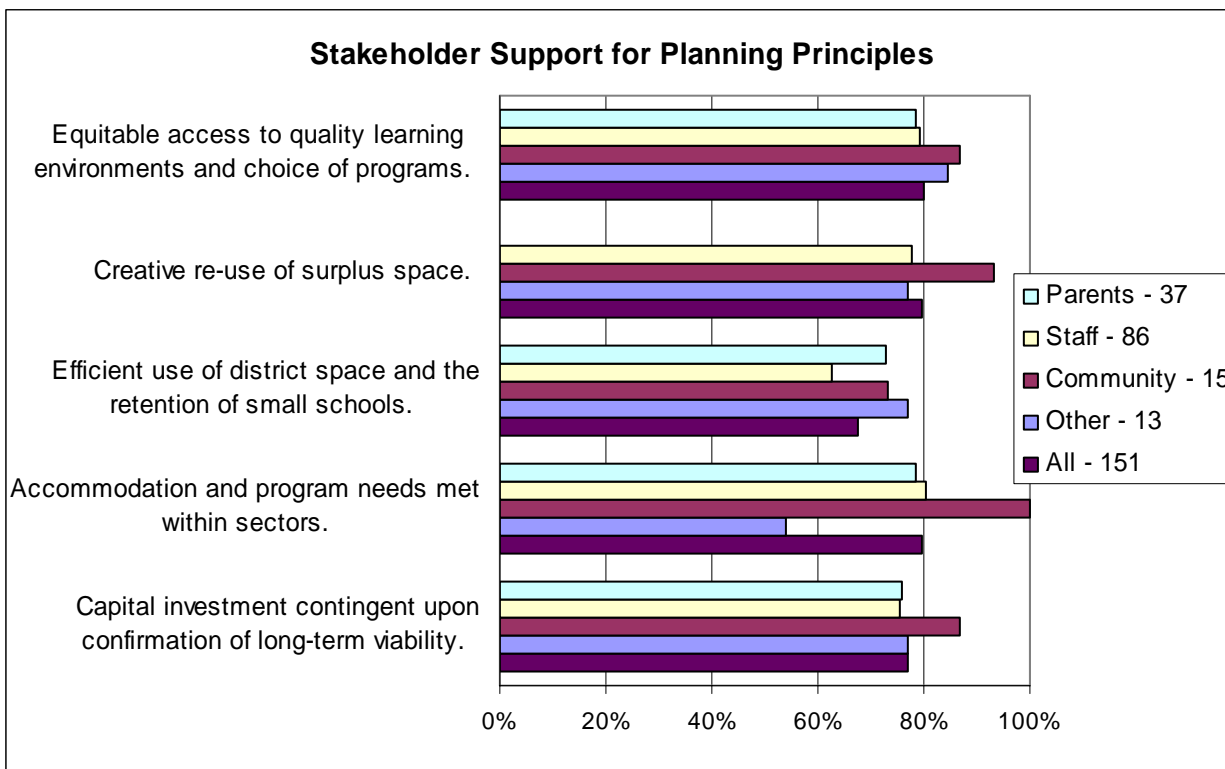
Stakeholders suggested incorporating the following additional ideas in facility strategies:

- Modular design of new schools
- Joint Public / Catholic schools
- Exploring grade configuration options
- Selling surplus properties

The details for Stakeholder feedback on facility strategies can be found in Section 4.

Planning Principles

- The majority of stakeholders in all groups supported the proposed Planning Principles
- Stakeholder support was the strongest for *Equitable access to quality learning environments and choice of programs* at 80%.
- The Planning Principle – *Efficient use of district space and the retention of small schools* had the lowest level of support, but still was greater than 60% across all stakeholder groups.



Stakeholders identified the following areas as possible content for additional planning principles:

- Plan and provide schools on a district or regional basis rather than on a Neighbourhood basis
- School facility use options should include education programs of choice, and sharing facilities or leases for health services, community uses, daycare, and after school care
- Community redevelopment potential of surplus sites
- Focus on the planning process including renewed efforts to coordinate facility planning closely with other key stakeholder organizations, such as the City of Edmonton and Edmonton Catholic Schools.

Stakeholder comments on the planning principles provided reinforcement of the principles, with suggestions or requests for further emphasis, definition, or clarification. The details for Stakeholder feedback on Planning Principles can be found in Section 5.

Conclusions

- There is general support for the proposed School Viability Indicators, Facility Strategies and Planning Principles
- There is a need to simplify wording and provide clearer definitions for Planning Principles, School Viability Indicators, and Facility Strategies
- School Viability Indicators that were **not well** supported (less than 40%) of stakeholders were:
 - Local Resident School Aged Population
 - Unique characteristics of the school.
- There is likely a need to reduce the number, or consolidate School Viability Indicators.
- Stakeholders have a high level of overall support for the proposed Facility Strategies with the exception of Status Quo, which has only 35% support
- Stakeholder support was the strongest and most consistent for the Planning Principles, (as compared to School Viability Indicators and Facility Strategies) with the support for the five proposed principles only varying from 68% to 80%
- The Planning Principle – *Efficient use of district space and the retention of small schools* had the lowest level of support, but greater than 60% by all stakeholder groups.

Consultant Observations

- Many stakeholders initially at least felt overwhelmed with the perceived large scope and short timeframe (one evening) to undertake the task of providing meaningful feedback.
- Stakeholders support the Ten Year Facilities Plan process, in particular the stakeholder consultation process, and feel ongoing consultation is important.
- It was beneficial to the process for stakeholders to use the knowledge and experience gained from their own schools to share and contribute to a district-wide understanding.
- Stakeholders appeared to buy into the feedback process that had been planned.
- In this report we have summarized the degree of stakeholder support for the proposed Planning Principles, Facility Strategies and Viability Indicators, by a simple count of those providing a check mark beside the **Yes** for each particular element. However, because this was not a scientific survey (for example, stakeholders were encouraged but not required to complete 100% of the questions), readers should be cautious in interpreting the results.
- Individual recording of feedback (vs. groups) encouraged participation, avoided the difficult task of reaching group consensus or agreement, and facilitated the collection of a large volume of ideas and input in a short time.
- Parents and community league representatives were under represented at all four meetings, and therefore it's important to consider the differences amongst the three stakeholder groups.
- In the first year at least, EPS will not likely be able to thoroughly assess every one of its 200+ schools, because of time and resource constraints, using all viability indicators. An initial screening needs to be done to determine which schools need a thorough Sustainability Review, and the balance can be either deferred for a decision or a preliminary Facility Strategy be selected, based on this initial screening.
- The recording of feedback by individuals created some challenges in terms of deciphering, entering, and managing the large volume of data, as well as a degree of inconsistency and incompleteness.
- While the invitee list was clear on which category participants fell into (Staff, community, parents), some participants changed categories when they completed their input sheet. For example, a teacher invited as a staff representative may have checked the parent category on the input sheet.

RECOMMENDATIONS

Based on the stakeholder feedback and Stantec's participation in the consultation process, Stantec's recommendations are as follows

School Viability Indicators

a) Retain the following indicators in some form, (listed from greatest support to least support)

- Total enrolment
- Site conditions regarding safety and access
- Local Resident Student Enrolment
- Local Resident School Aged Population
- Ride times
- Cost to upgrade (i.e. indicator of facilities physical condition)
- Local enrolment (i.e. regular program)
- Access (i.e. frontage, roadway width, edge of neighbourhood, safety)
- Enrolment between regular and alternative programs
- Total number of student spaces unfunded through provincial PO&M allocation
- Number of students per grade
- Fit between learning space and program provided
- Enrolment between regular and special education programs
- Cost effectiveness of transportation (ETS & Yellow bus)
- Distance to other schools in the district
- Energy consumption per square metre (i.e. gas and electric)
- Community use of the facility
- Learning resources (e.g. computer labs & equip, library & reference material, specialized equipment)
- Learning support (i.e. complement of instructional, instructional support & other professional staff)
- Non-local enrolment (i.e. regular program)
- Availability of non-core courses, co-curricular and extra-curricular courses
- Capital invested since initial construction (i.e. essential upgrades, general upgrades or major maintenance)

b) Drop or revise the following viability indicators, with less than 50% support indicated:

- Local non-resident student enrolment
- Local resident EPS school-aged population
- Existing leases (consider dropping 'existing' &/or adding 'potential')
- Existing partnerships (consider dropping 'existing' &/or adding 'potential')
- Other Unique Characteristics

c) Select several key viability indicators that can be used for initial screening of all EPS facilities, based on their relative support by stakeholders and the availability of reliable data regarding those indicators. A preliminary list is presented below for consideration

- Enrolment
- Facility capacity
- Facility condition
- Cost
- Potential facility and site use for alternative programs and compatible community uses

d) Develop and adopt a clear, transparent process showing how school viability indicators are used. (Stantec has provided a first draft to EPS).

Facility Strategies

(e) Retain the following proposed facility strategies:

- 1) Status Quo (but call it "No Change")
- 2) Sustainability Review
- 3) Partial Demolition
- 4) Essential Upgrade
- 5) General Upgrade
- 6) School Replacement
- 7) School Consolidation
- 8) School Closure
- 9) Programming Review
- 10) Leases
- 11) Partnerships

(f) Add the following facility strategies:

- 12) Commissioning/Decommissioning
- 13) Modular Units
- 14) Asset Acquisition &/or Disposal

- (g) Develop clear definitions for each facility strategy (Stantec has provided a first draft of suggested definitions to EPS)
- (h) Adopt a matrix that clearly shows the main strategies and the sub-sets thereof. For example one of the main strategies is Programming. Three sub-sets of the Programming Strategy are: Add Program, Program Closure, and Relocate Program. (Stantec has provided a first draft of a matrix to EPS.)
- (i) Through experience applying facility strategies develop guidelines in applying them such as:
 - Strategies can be combined; they are not mutually exclusive.
 - Other factors being equal, program requirements should drive physical/space changes.
 - Short-term strategy should be driven by medium and/or long-term strategy, e.g. if school is not viable in the long-term, then some short-term strategies (e.g. general upgrade) are ruled out.

Planning Principles

- (j) Retain all proposed Planning Principles
- (k) Revise the wording of the proposed planning principles to make them more clear, accessible and usable, with suggested wording as follows:
 - Provide equitable access to quality learning environments and choices of programs.
 - Use school space in a specified geographic area efficiently.
 - Meet Accommodation needs within reasonable travel distances, depending upon the degree of specialization of the program.
 - Explore and implement program compatible uses of Surplus Space.
 - Make major capital investments, (other than for health and safety requirements) contingent upon long-term viability.
- (l) Consider three additional Planning Principles as presented below
 - Create and retain schools with long-term viability.
 - Use modular units and flexible design to adjust the size and use of new and existing schools.
 - Coordinate facility planning closely with other key stakeholder organizations, such as the City of Edmonton and Edmonton Catholic Schools.

Detailed Report

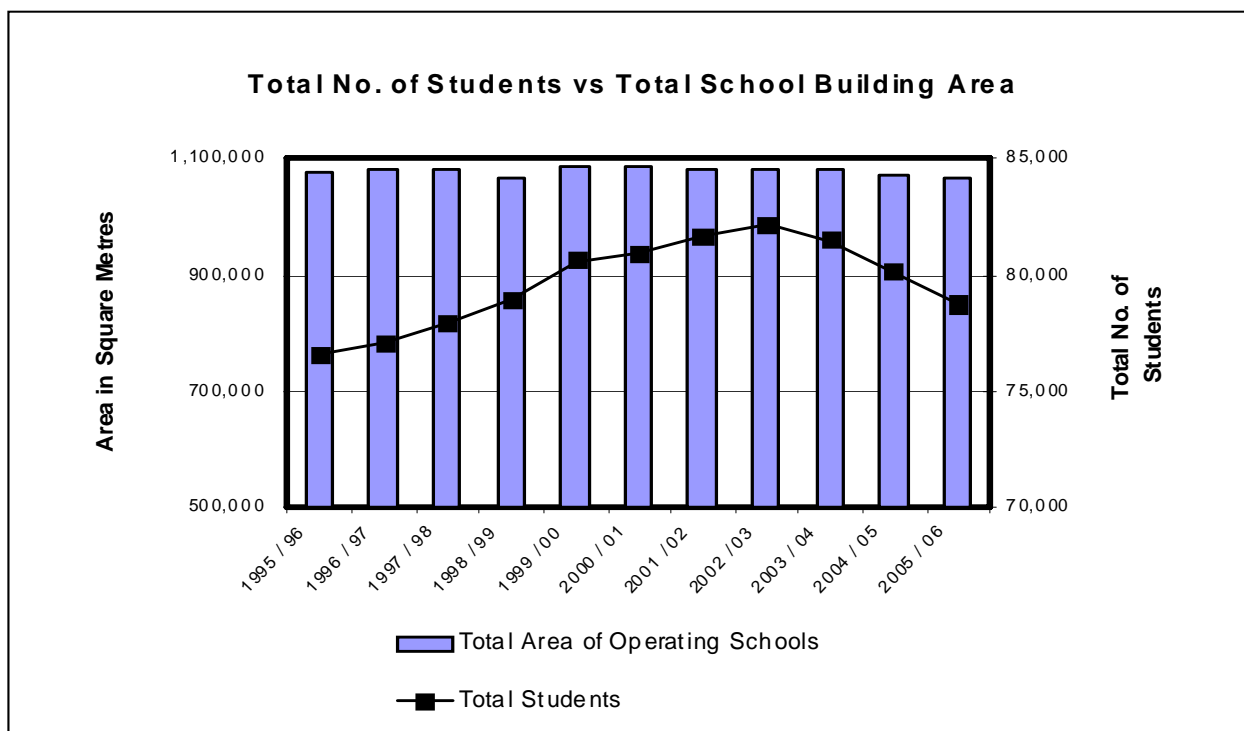
Ten-Year Facilities Plan Review

Public Consultation and Outcomes

1.0 CHALLENGES IDENTIFIED IN THE CURRENT TEN-YEAR FACILITIES PLAN

The following is a summary of the content in PowerPoint Presentation delivered at each of the four meetings with stakeholders

- Student population is expected to continue to decline from 124,661 in 2005 to 121,906 in 2015, before climbing back
- The enrolment peak of 2000 is not expected to be reached again until 2025.
- Surplus space is located in mostly mature neighbourhoods.
- The inventory is dominated by aging facilities.
- Increasing number of students can be found in new growth areas.
- We have more space than we need.
- Provincial funding is now provided on a per student basis, so there is no provincial support to maintain any extra space.
- We don't have enough funding to operate and maintain all the space we have.
- The space we have is concentrated where there are fewer students.
- Much of the space we have needs significant renovation.
- Renovation and new construction funding is difficult to secure.



2.0 KEY ELEMENTS OF TEN-YEAR FACILITIES PLAN

The Public Consultation process sought stakeholder feedback on three components of the Plan:

- School Viability Indicators
- Facility Strategies
- Planning Principles

2.1 School Viability Indicators

The following are the broad categories of indicators developed to date by the Administration. Under each category are specific indicators:

- Learning Conditions and Student Space
- Population and Demographics
- Cost of Student Space
- Placement of Programs
- Location and Accessibility
- Role in the Community

2.2 Facility Strategies

The following is the list of facility strategies developed by the Administration:

- Status Quo
- Sustainability Review
- Partial Demolition
- Essential Upgrade
- General Upgrade
- School Replacement
- School Consolidation
- School Closure
- Programming Review
- Leases and/or partnerships

2.3 Planning Principles

- Equitable access to quality learning environments and choice of programs.
- Creative re-use of surplus space.
- Efficient use of district space and the retention of small schools.
- Accommodation and program needs met within sectors.
- Capital investment contingent upon confirmation of long-term viability.

3.0 FEEDBACK ON SCHOOL VIABILITY INDICATORS

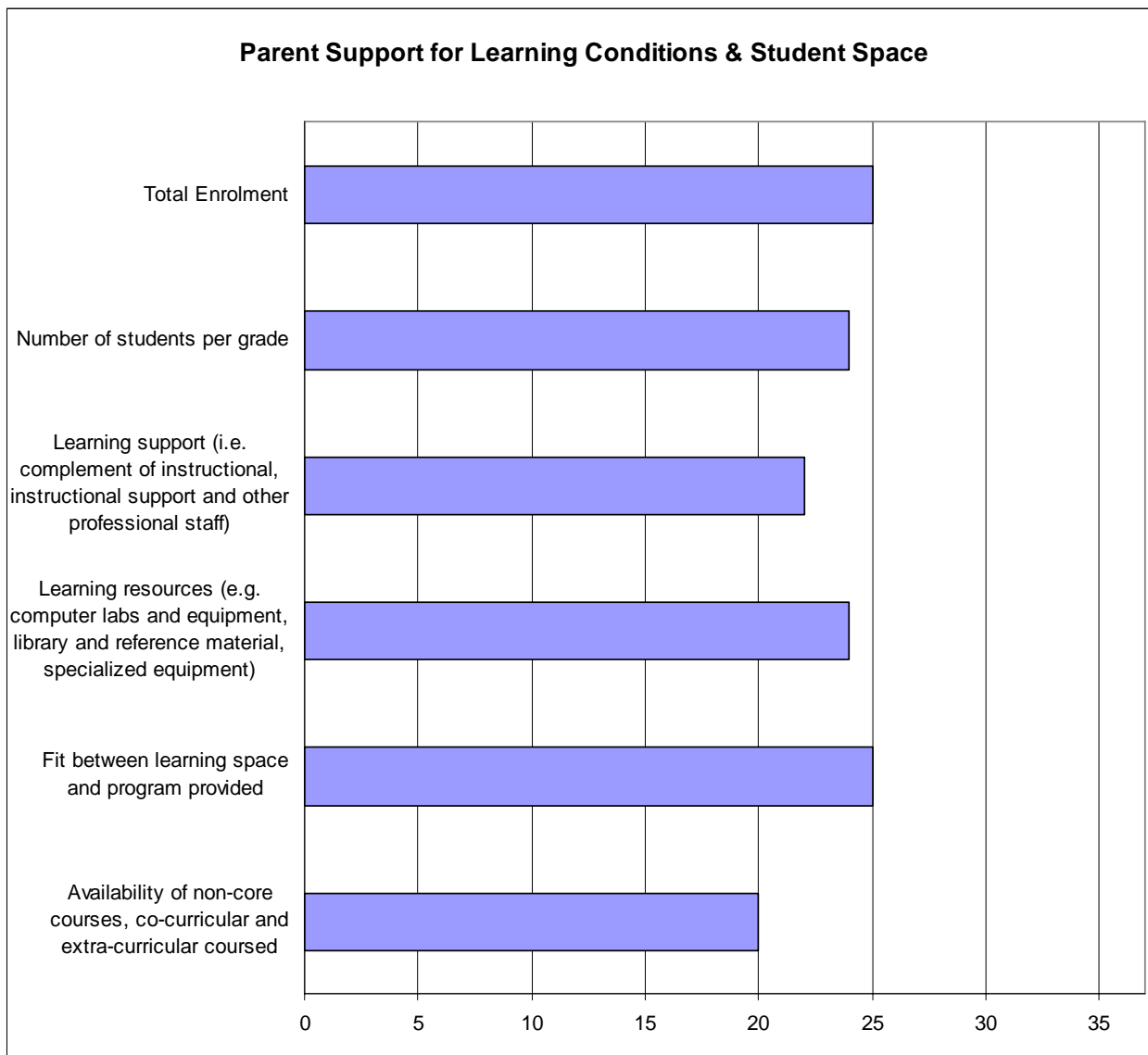
3.1 Parents

3.1.1 Parent Support for Draft Viability Indicators

Learning Conditions and Student Spaces

Parent Support was strongest for the Learning Conditions and Student Spaces Viability Indicators of: Fit between learning space and program provided; and Total Enrolment.

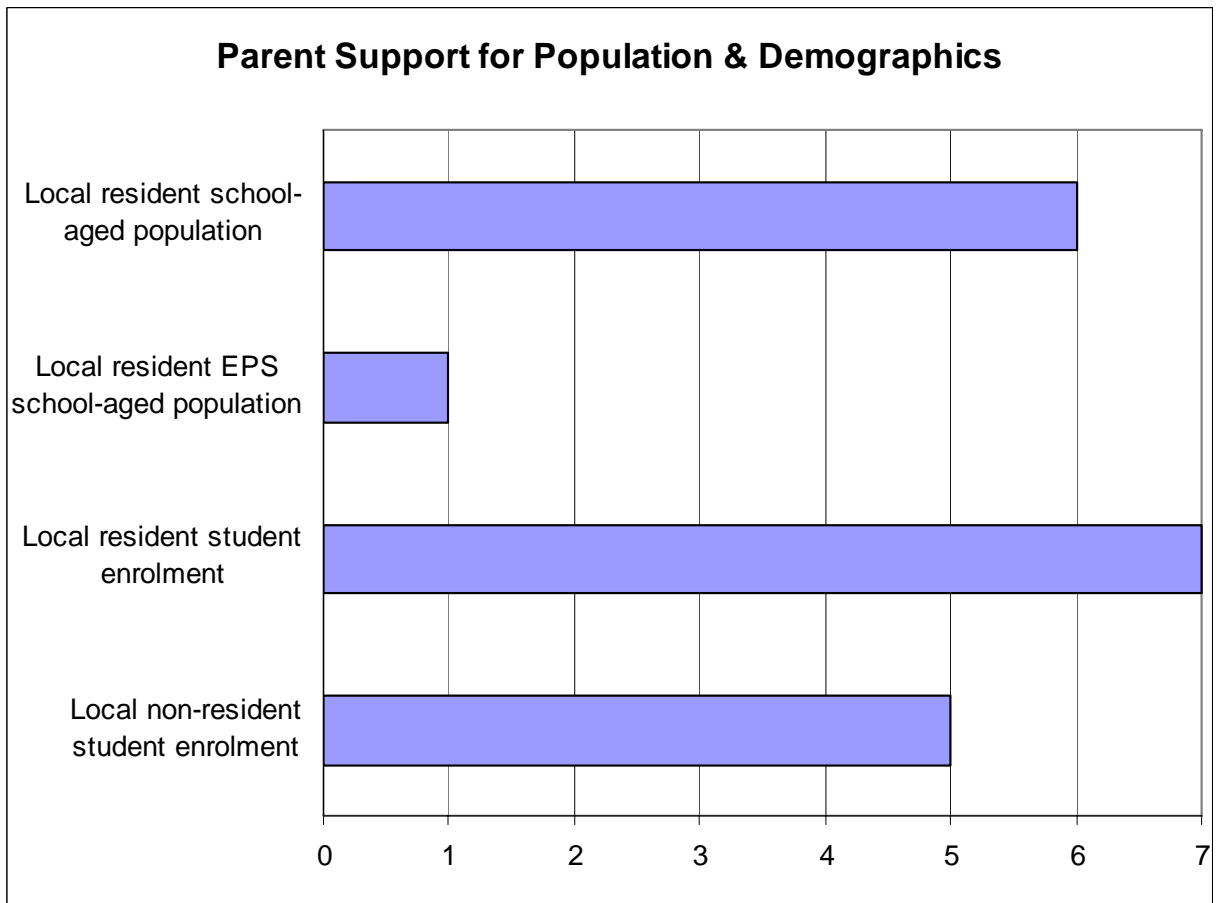
Parent Support was weakest for the Learning Conditions and Student Spaces Viability Indicators of: Availability of non-core courses, co-curricular and extra-curricular courses; and Learning support.



Population and Demographics

The data used in this report for the count of support for the Population and Demographics category of viability indicator is limited to participants from the first meeting. The reason for not including the counts of support from the other three meetings is an error was made on the Participant's input sheets distributed at the last three meetings. In this report however, we have thoroughly analyzed and documented all participants' comments on Population and Demographics from all 4 meetings, and fully considered this broader input in our recommendations.

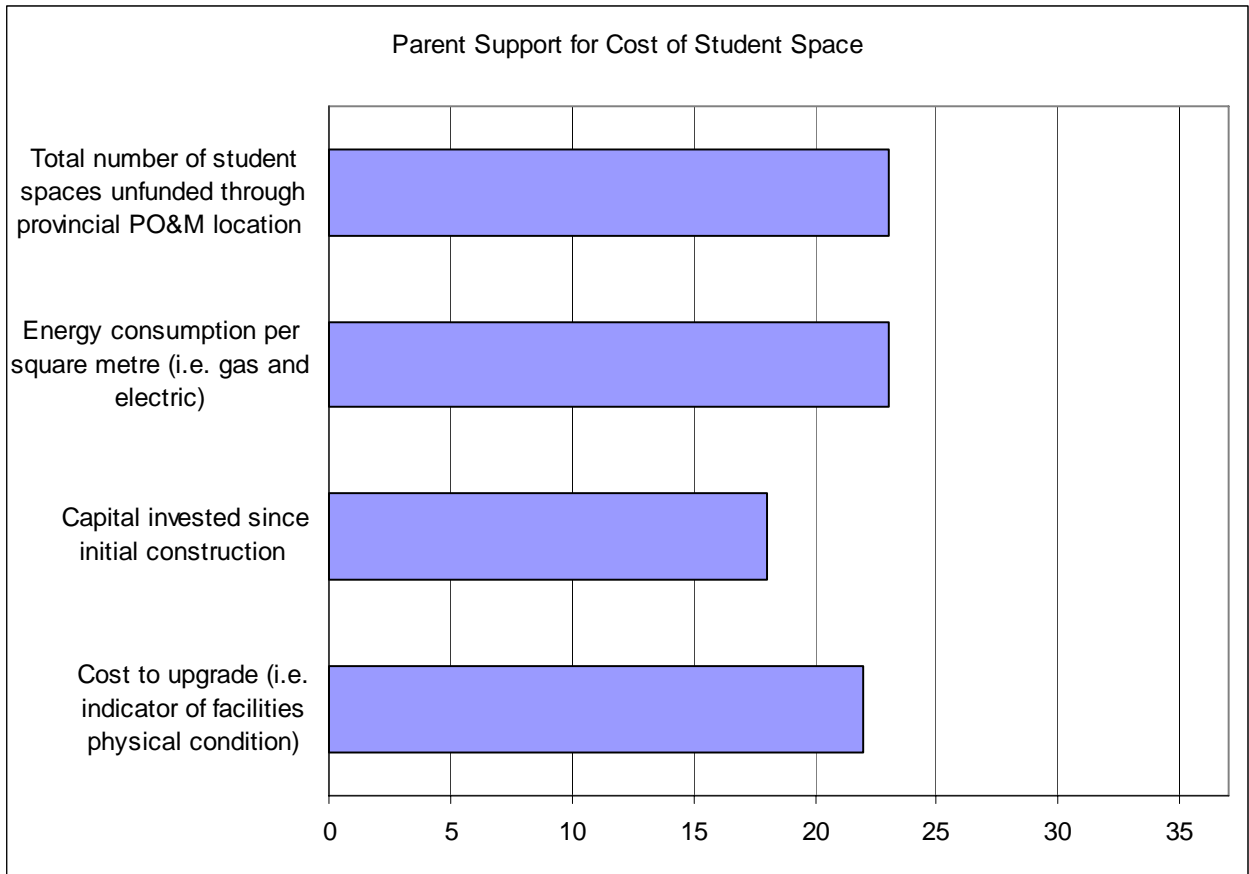
Of the four indicators, a majority of parents supported all *except Local resident EPS school-aged population*.



Cost of Student Space

Parent Support was equally strong for Indicators of: Energy Consumption; and Total Number of Student Spaces unfunded through provincial PO&M.

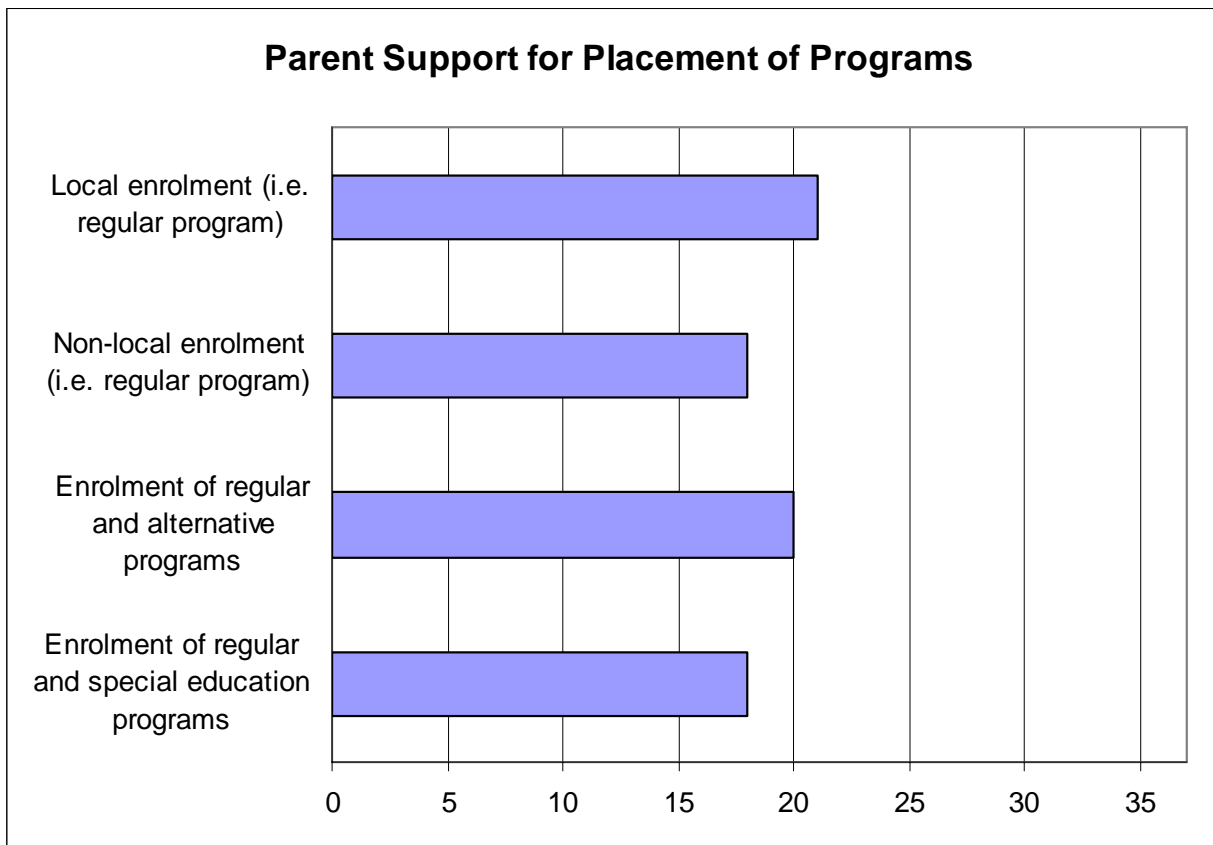
Parent Support was weakest for the Cost of Student Space Viability Indicators of: Capital Invested since initial construction and Cost to Upgrade.



Placement of Programs

Parent Support was strongest for the Program Enrolment Viability Indicators of: Local Enrolment; and Regular and alternative programs.

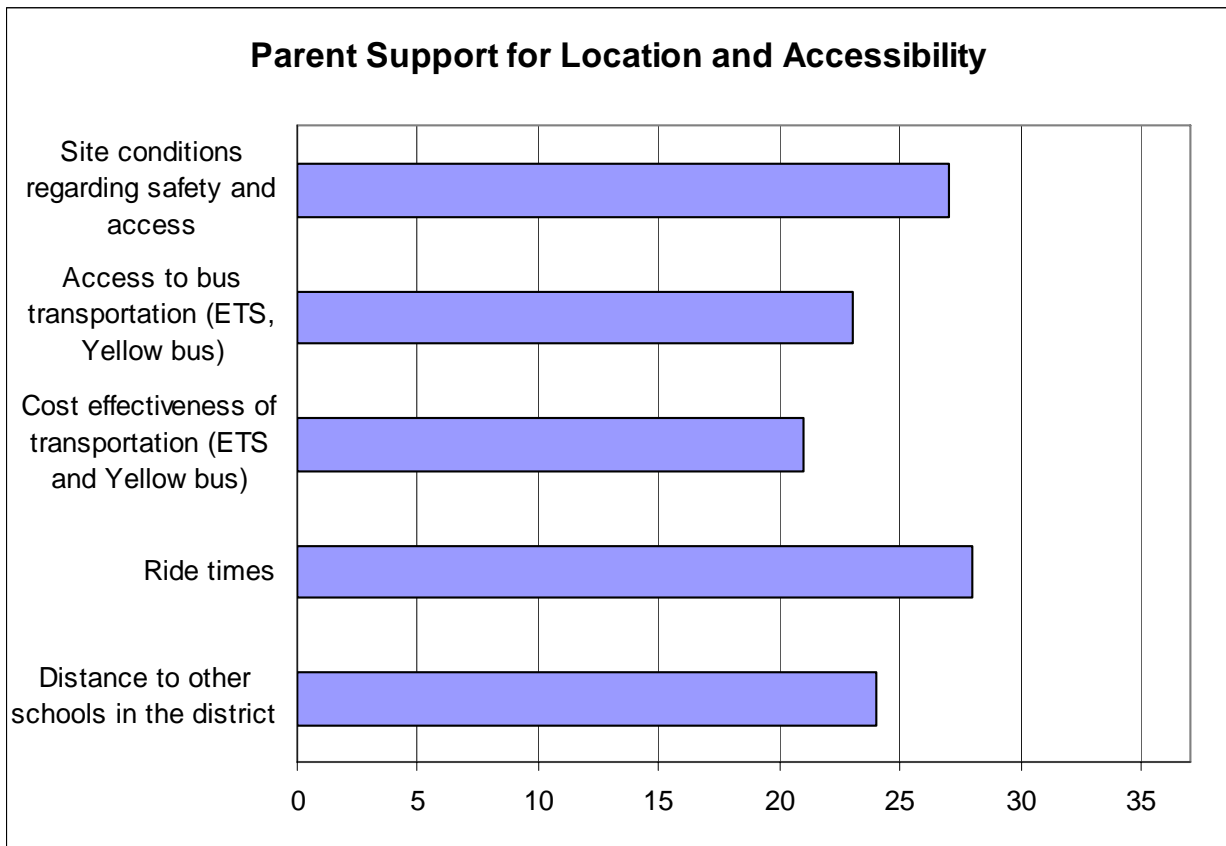
Parent Support was weakest for the Program Enrolment Viability Indicators of: Enrolment of regular and special education programs; and Non-local enrolment.



Location and Accessibility

Parent Support was strongest for the Location and Accessibility Viability Indicators of: Ride Times; and Site conditions regarding safety and access.

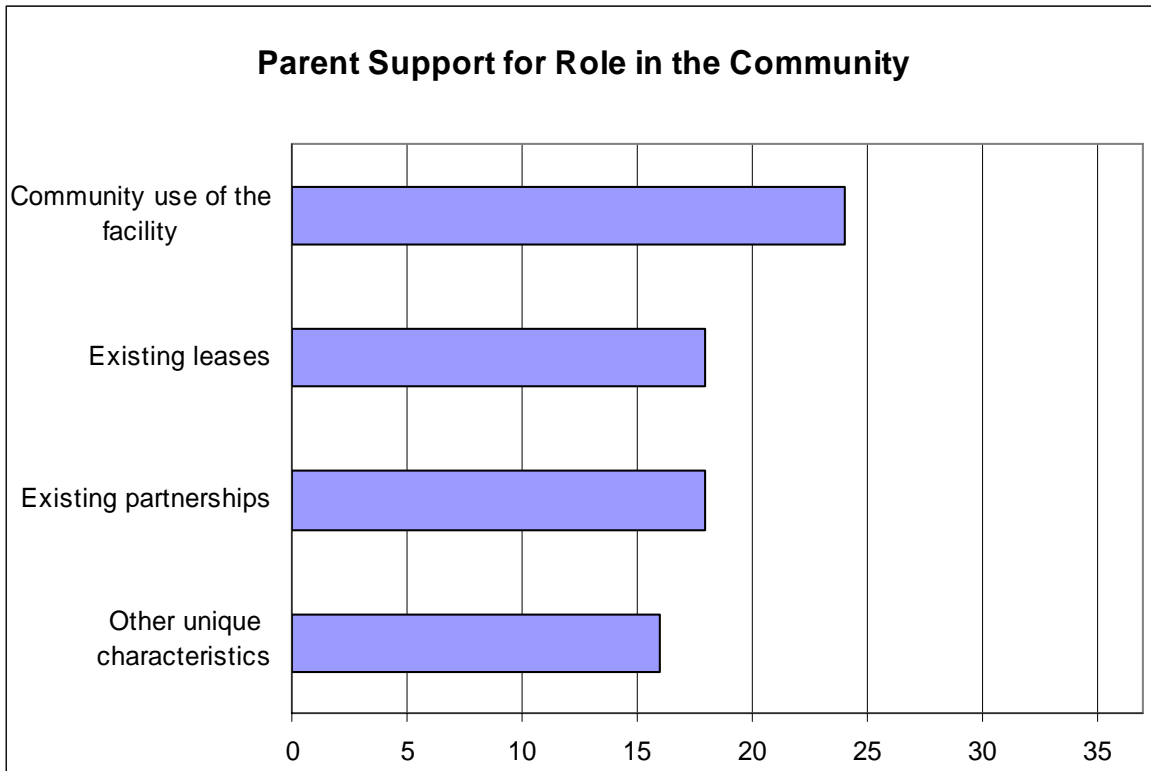
Parent Support was weakest for the Location and Accessibility Viability Indicators of: Cost effectiveness of transportation; and Access to bus transportation.



Role in the Community

Parent Support was strongest for the Role in the Community Viability Indicators of: Community use of the facility.

Parent Support was weakest for the Role in the Community Viability Indicators of: other unique characteristics.



3.1.2 Parent Additional Suggested Viability Indicators

There was stakeholder support for additional Indicators addressing:

- Parent support and involvement
- An emphasis on the importance of elementary and junior high proximity

3.1.3 Parent Comments on Viability Indicators

Learning Conditions and Student Spaces

Total Enrolment

There was Parent support for: a minimum viable enrolment definition and using enrolment not on its own, but in combination with other factors.

Number of students per grade

There was Parent support for an Indicator that highlighted split grade factor / criteria.

Learning Support

There was Parent Stakeholder comments that suggest a greater definition of this indicator was required.

Learning Resources

There was Parent support for an indicator that emphasized basic resources and equitable resources.

Learning Space and Program Fit

There was Parent support for an Indicator that expanded the definition of program to include before and after school care

Co-curricular and non-core courses / Extra-curricular activities

There was Parent comment this Indicator is tied to other variables (programs, grade configurations).

Population and Demographics

There were Parent comments that this Indicator is tied to other variables, especially EPS being a District of Choice

Like staff, parents too want to have more information on why students are crossing boundaries and attending schools where they reside.

Some parents expressed concern that there is overlap amongst the 4 indicators in this category, and that EPS does not double count.

EPS needs also to consider plans for the neighbourhood that would impact land development and redevelopment, including LRT and other transportation changes

Cost of Student Space

There was Parent support for cost Indicators to exclude including hallways in capacity / utilization calculations.

Placement of Programs

There were no repetitive comments to report

Location and Accessibility

There was Parent stakeholder support for Indicators that highlighted: safety; maximum ride times of 30 minutes; a differentiating between junior high and senior high.

Role in the Community

There was Parent stakeholder support for indicators that highlighted: long term viability, the appropriate use of leases, and how community use should be reflected in utilization rates. Historic and heritage schools were viewed as community landmarks.

3.2 School Staff

3.2.1 Staff Support for Draft Viability Indicators

Learning Conditions and Student Spaces

Staff Support was strongest for the Learning Conditions and Student Spaces Viability Indicators of: Total Enrolment; and Fit between learning space and program provided.

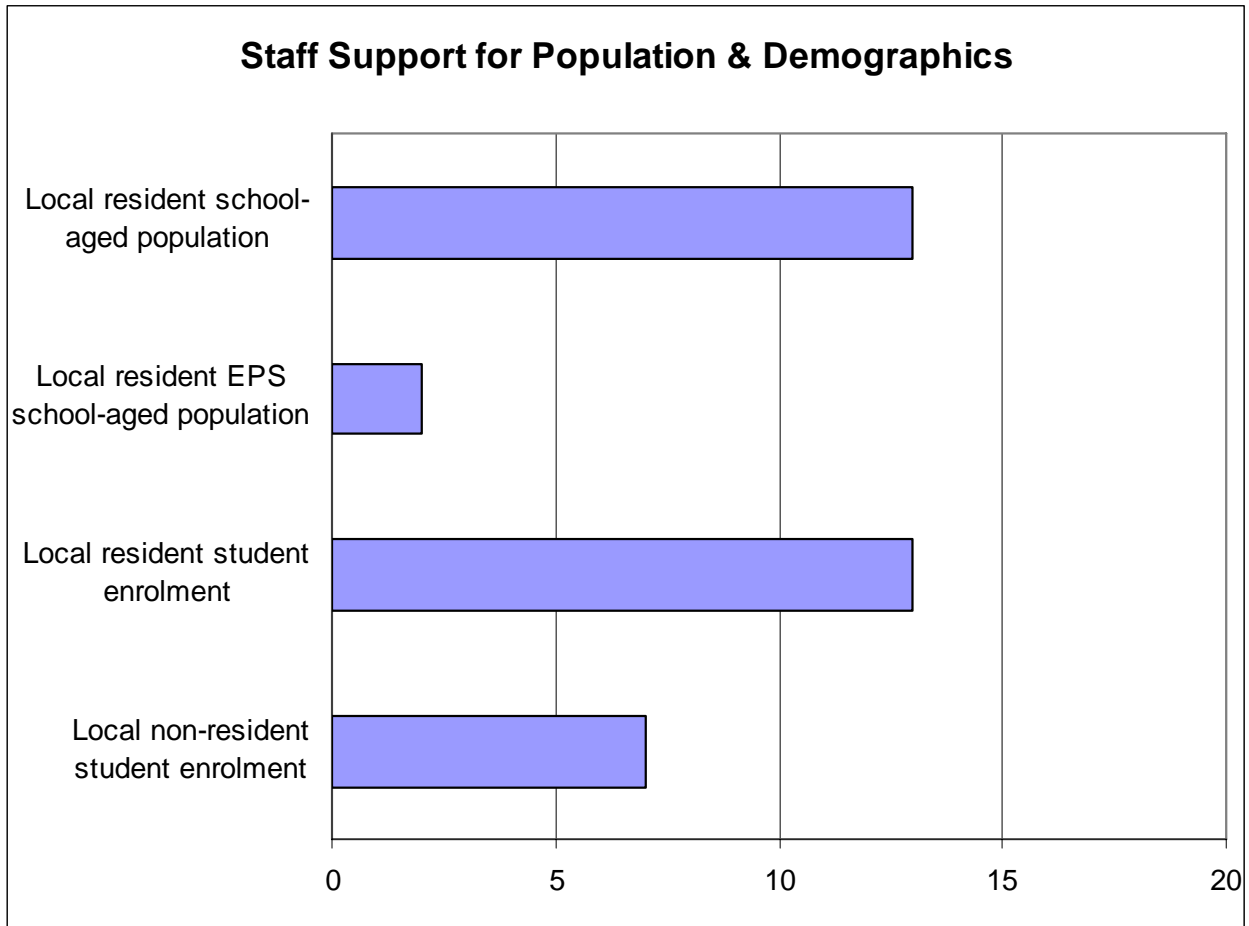
Staff Support was weakest for the Learning Conditions and Student Spaces Viability Indicator of: Learning support; and Learning resources.



Population and Demographics

A majority of staff indicated support for two of the four indicators, namely *Local resident school-aged population* and *Local non-resident student enrolment*.

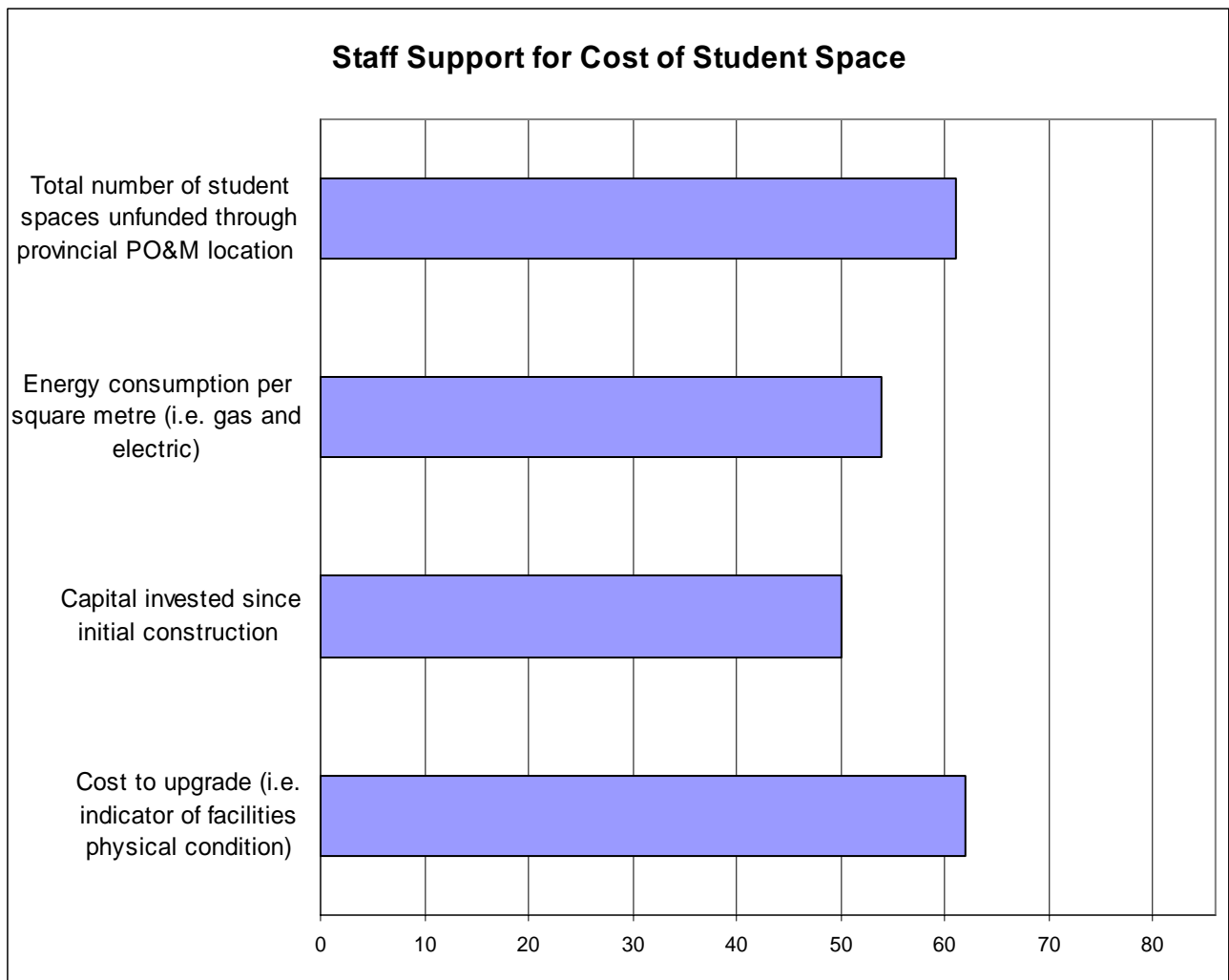
The relative weak support for these indicators is partly tied to the open boundaries and the wide choice of programs available. See the Comments area later for more details.



Cost of Student Space

Staff Support was strongest equally for Cost of Student Space Viability Indicators of: Cost to Upgrade; and Total Number of Student Spaces unfunded through provincial PO&M.

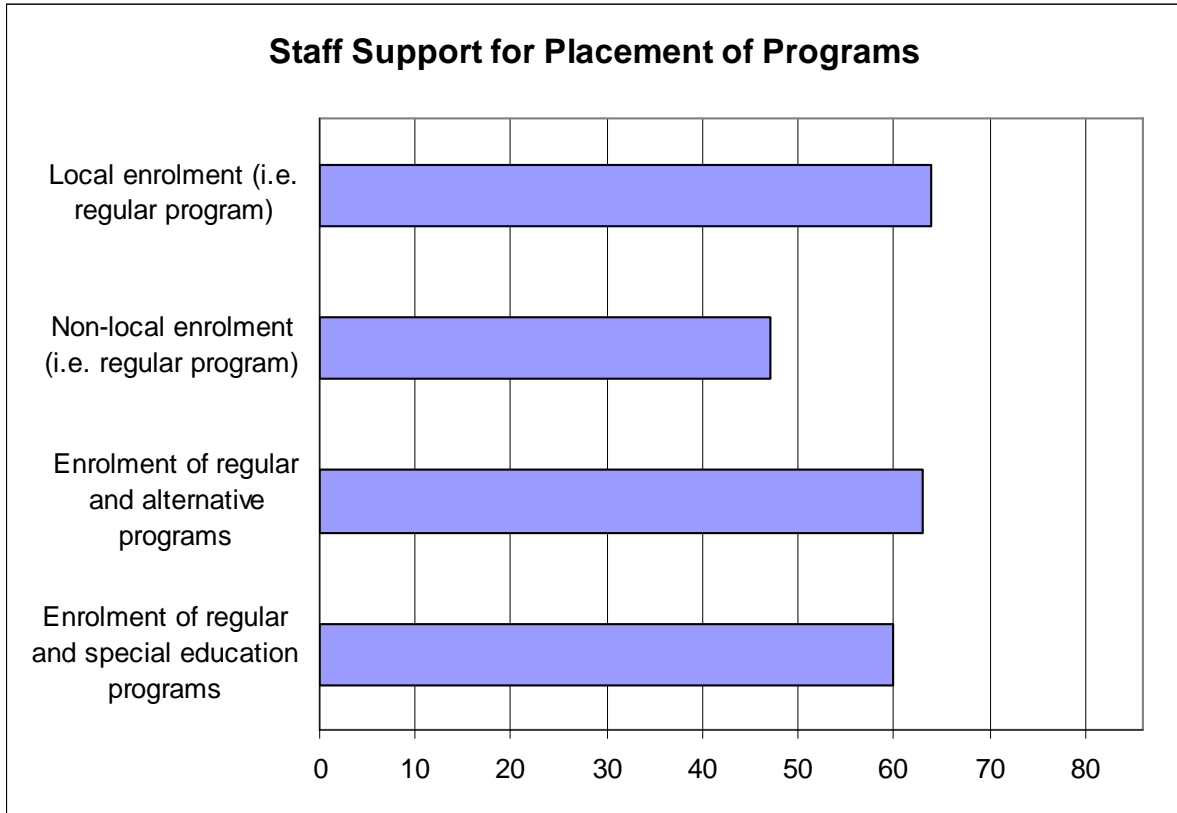
Staff Support was weakest for the Cost of Student Space Viability Indicators of: Capital Invested since initial construction; and Energy Consumption.



Placement of Programs

Staff Support was strongest for the Program Enrolment Viability Indicators of: Local Enrolment; and Enrolment of regular and alternative education programs.

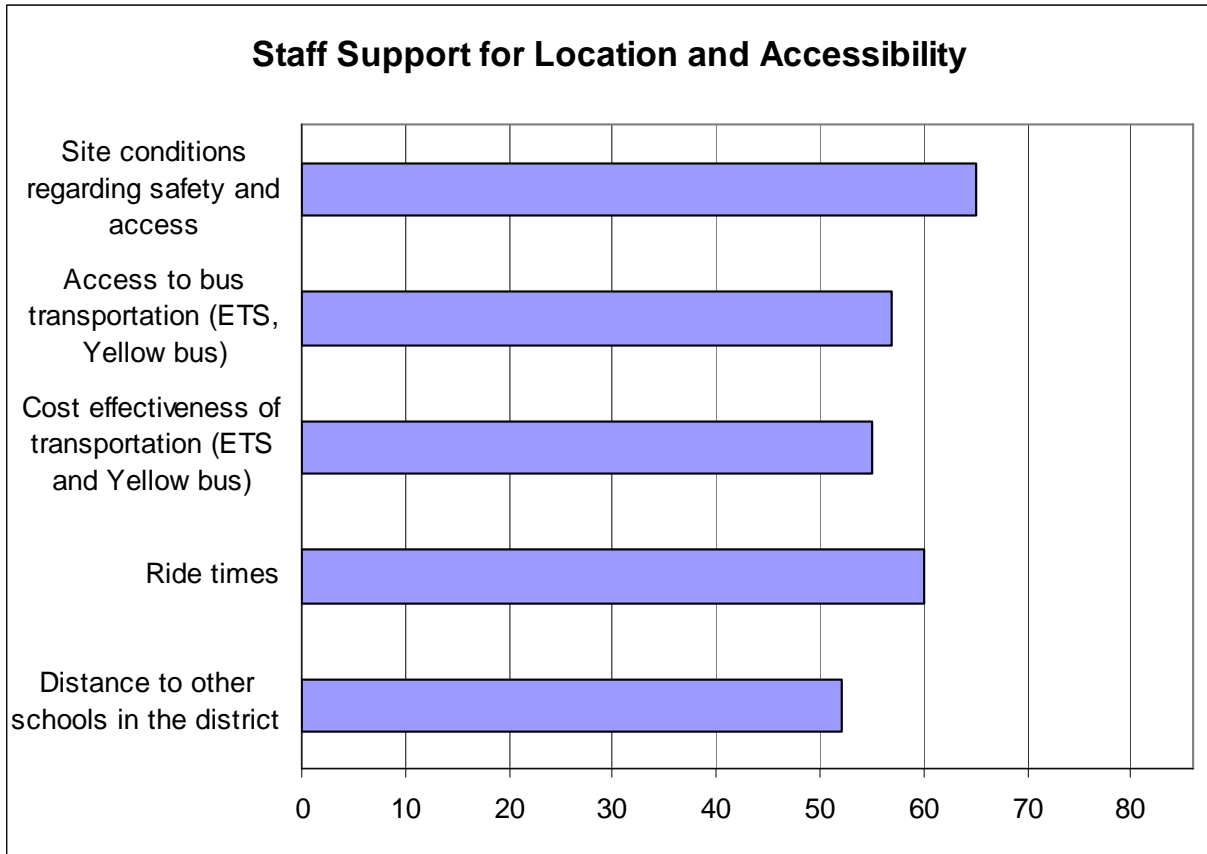
Staff Support was weakest for the Program Enrolment Viability Indicators of: Non-local enrolment.



Location and Accessibility

Staff Support was strongest for the Location and Accessibility Viability Indicators of: Site conditions regarding safety and access; and Ride Times.

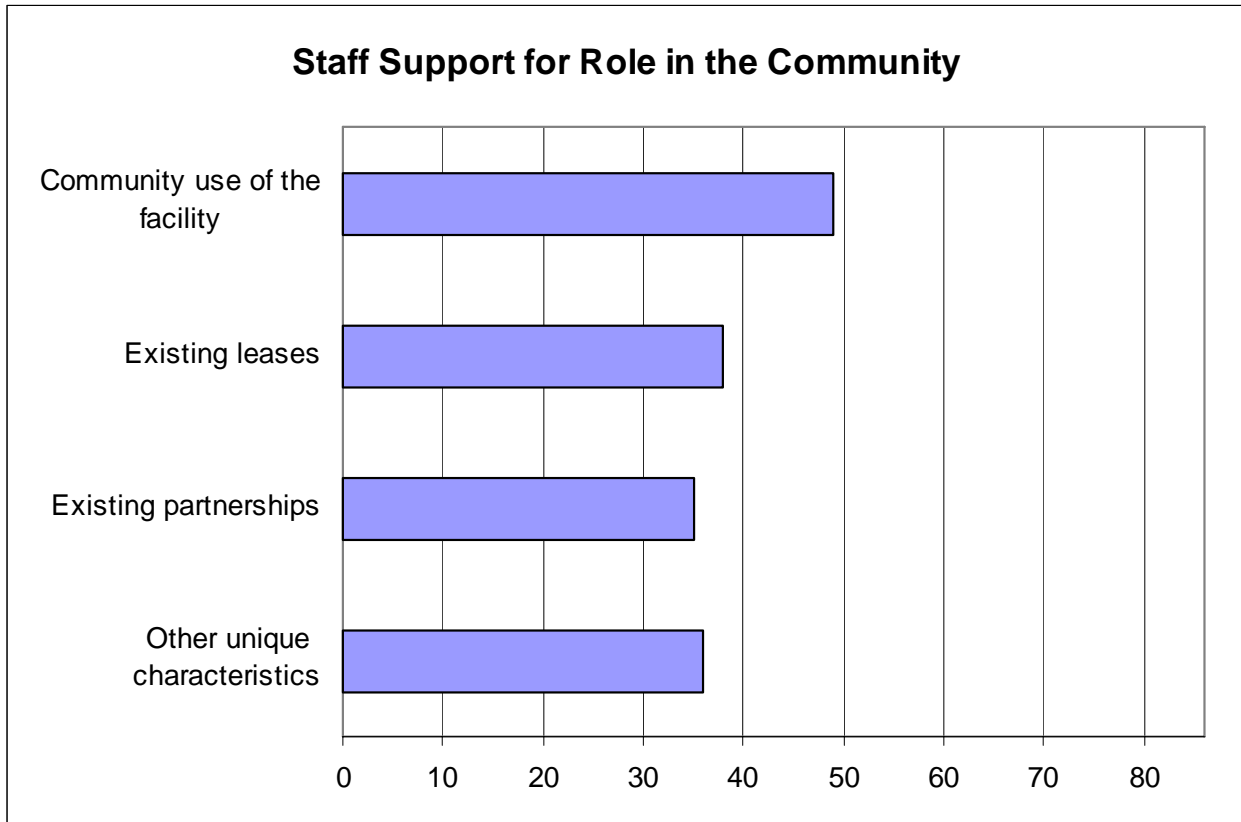
Staff Support was weakest for the Location and Accessibility Viability Indicators of: Distance to other schools in the district; and Cost effectiveness of transportation.



Role in the Community

Staff Support was strongest for the Role in the Community Viability Indicators of: Community use of the facility; and Existing leases.

Staff Support was weakest for the Role in the Community Viability Indicators of: Existing partnerships; and other unique characteristics.



3.2.2 Staff Additional Suggested Viability Indicators

Learning Conditions and Student Spaces

There was Staff Stakeholder comment on: too many indicators as well as suggestions on how to clarify the Indicator including: art room, music room, lunchroom, library, labs, shops.

Population and Demographics

There was Staff Stakeholder support for linking with Indicator with building space, programs, and “district of choice”.

Cost of Student Space

There was Staff Stakeholder support for linking with Indicator with Spaces within a geographic area; and Long Term Viability.

Placement of Programs

There was Staff Stakeholder support for stressing the Balance between program enrolments as well as the importance of Daycare, and after school care.

Location and Accessibility

There was Staff Stakeholder comments suggesting differentiating by age of students.

Role in the Community

There were Staff Stakeholder comments stressing the importance of other community uses, e.g. daycare, health services.

3.2.3 Staff Comments on Viability Indicators

Learning Conditions and Student Spaces

Total Enrolment

There was Staff Stakeholder comments stating emphasizing total enrolment and balance of sub- enrolments within total enrolment as well as the enrolment / capacity / utilization connection.

Number of students per grade

There was Staff Stakeholder commenting on the impacts on instructional grouping, programs offered, learning opportunities as well as enrolment trends and the learning commission class size initiative.

Learning Support

There were Staff Stakeholder comments stating that this is linked to enrolment and funding and that would be helpful to have a greater definition of indicator.

Learning Resources

There were Staff Stakeholder comments stating that there should be basic resources and equitable resources but also that learning resources are transferable and portable.

Learning Space and Program Fit

There were Staff Stakeholder comments stating that a greater definition of this indicator would be helpful.

Co-curricular and non-core courses / Extra-curricular activities

There were Staff Stakeholder comments stating that this indicator is tied to other variables (programs, grade configurations).

Population and Demographics

There was Staff comments stating that this indicator links with building space, programs, and “district of choice”.

Local, neighbourhood demographics is more important for elementary programs, since the younger children are not as mobile.

Staff are interested in finding out more about the influencing factors on parents' choice of schools for their children.

Several staff questioned the viability and/or accuracy of preparing demographic forecasts for 10 years, because of the rapid pace of change and factors such as the impact of LRT expansion on housing and population in an area

Neighbourhood Demographics is not significant factor for some special needs programs, as the market is City wide.

Some staff raised the question whether EPS should keep boundaries completely open.

Cost of Student Space

Total number of non-funded student spaces

There were Staff Stakeholder comments stating that large spaces are penalized.

Energy Consumption

There were Staff Stakeholder comments stating that this indicator could penalize older schools.

Capital investment since initial construction

There were Staff Stakeholder comments stating that this Indicator is linked to sustainability / viability.

Cost to upgrade

There were Staff Stakeholder comments stating that this Indicator is relevant on whether to renovation or replace.

Placement of Programs

Local Regular Program enrolment

There were Staff Stakeholder comments stating that this indicator should be clarified to include current and projected.

Non-local Regular Program enrolment

There were Staff Stakeholder comments stating that local enrolment more important.

Regular and Alternative Program enrolment

There were Staff Stakeholder comments stating that alternative programs have the ability to move.

Regular and Special Education Program enrolment

There was Staff Stakeholder comments stating that Special education programs can be moved as well as stating that there needs to be a balance of regular and special needs programs.

Location and Accessibility

Site safety and access

There were Staff Stakeholder comments on ensuring that safety is a priority for students, parents and staff.

Bus transportation access

There was Staff Stakeholder comments suggestions on distinguishing between junior high and senior high.

Bus cost effectiveness

There were Staff Stakeholder suggestions on maximum length in general, especially for younger children and those with special needs.

Distance to other schools

There were no repetitive comments to report.

Role in the Community

Community use of school

There was Staff Stakeholder comment suggesting a distinction between building and green space / fields.

Existing leases in the school

There were Staff Stakeholder comments that the indicator depends upon the type and location of the building as well as a concern on whether the lease is covering all costs.

Existing partnerships

There were Staff Stakeholder comments that the Indicator depends upon the partnership.

Other unique characteristics

There was Staff Stakeholder support for identifying historical significance.

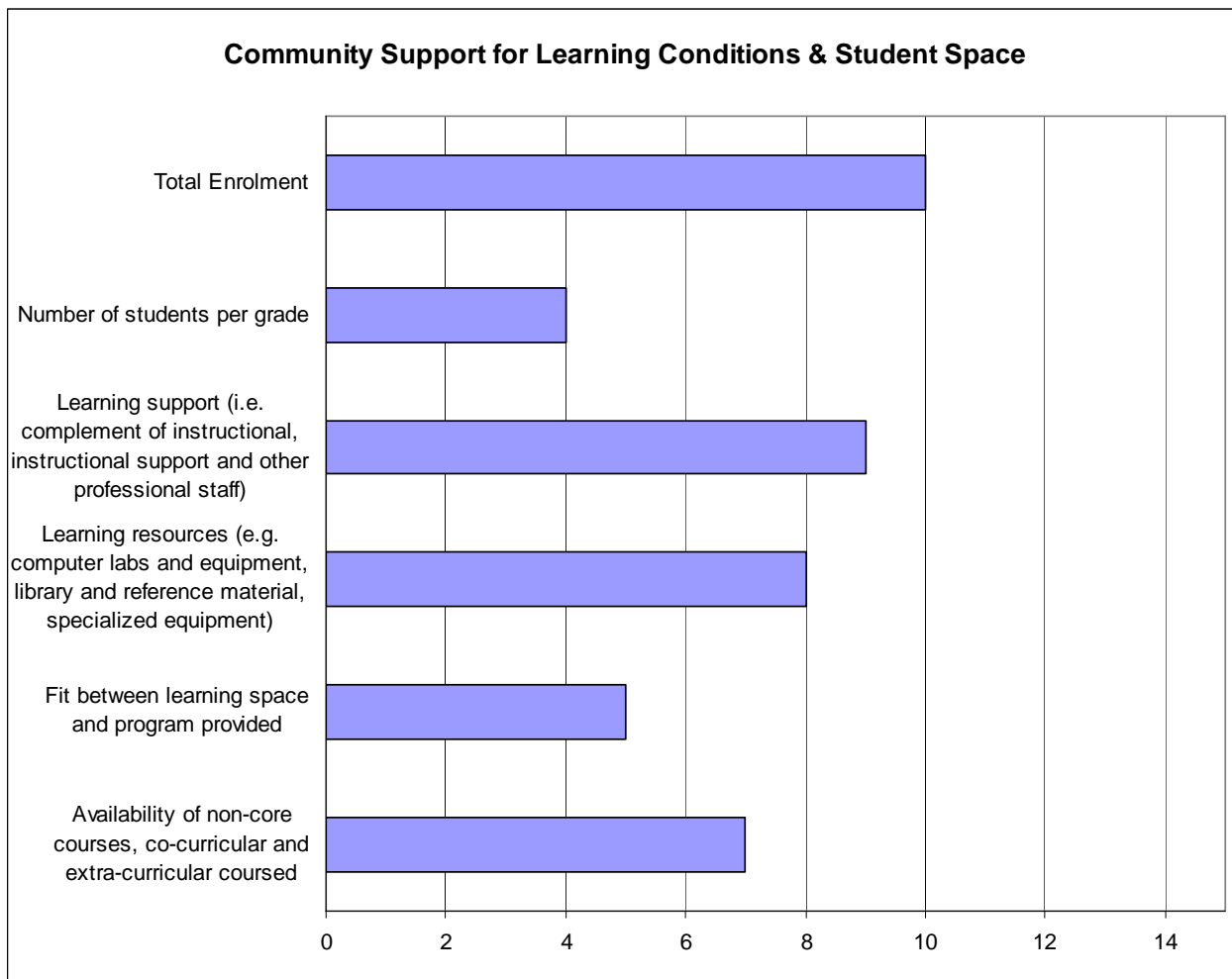
3.3 Community

3.3.1 Community Support for Draft Viability Indicators

Learning Conditions and Student Spaces

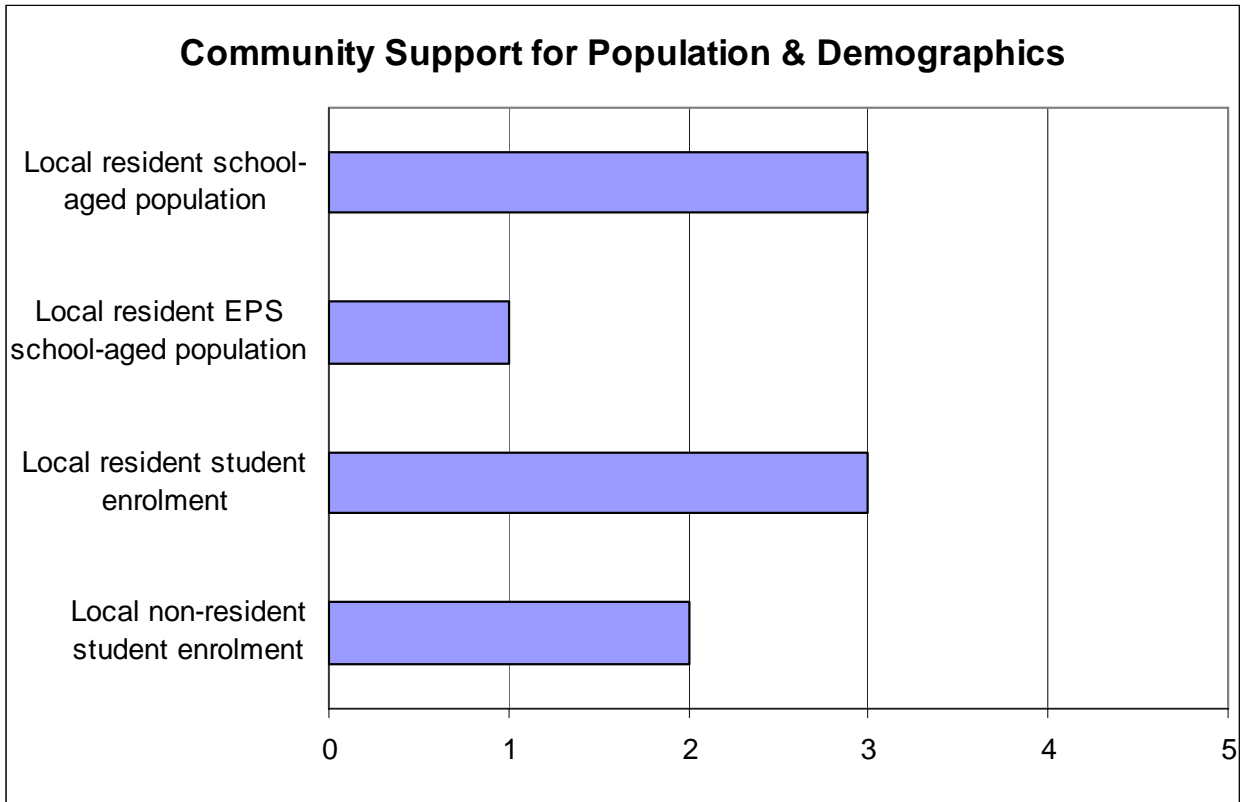
Community Support was strongest for the Learning Conditions and Student Spaces Viability Indicators of: Total Enrolment; and Learning Support.

Community Support was weakest for the principles of: Number of Students per grade; and Fit between learning space and program provided.



Population and Demographics

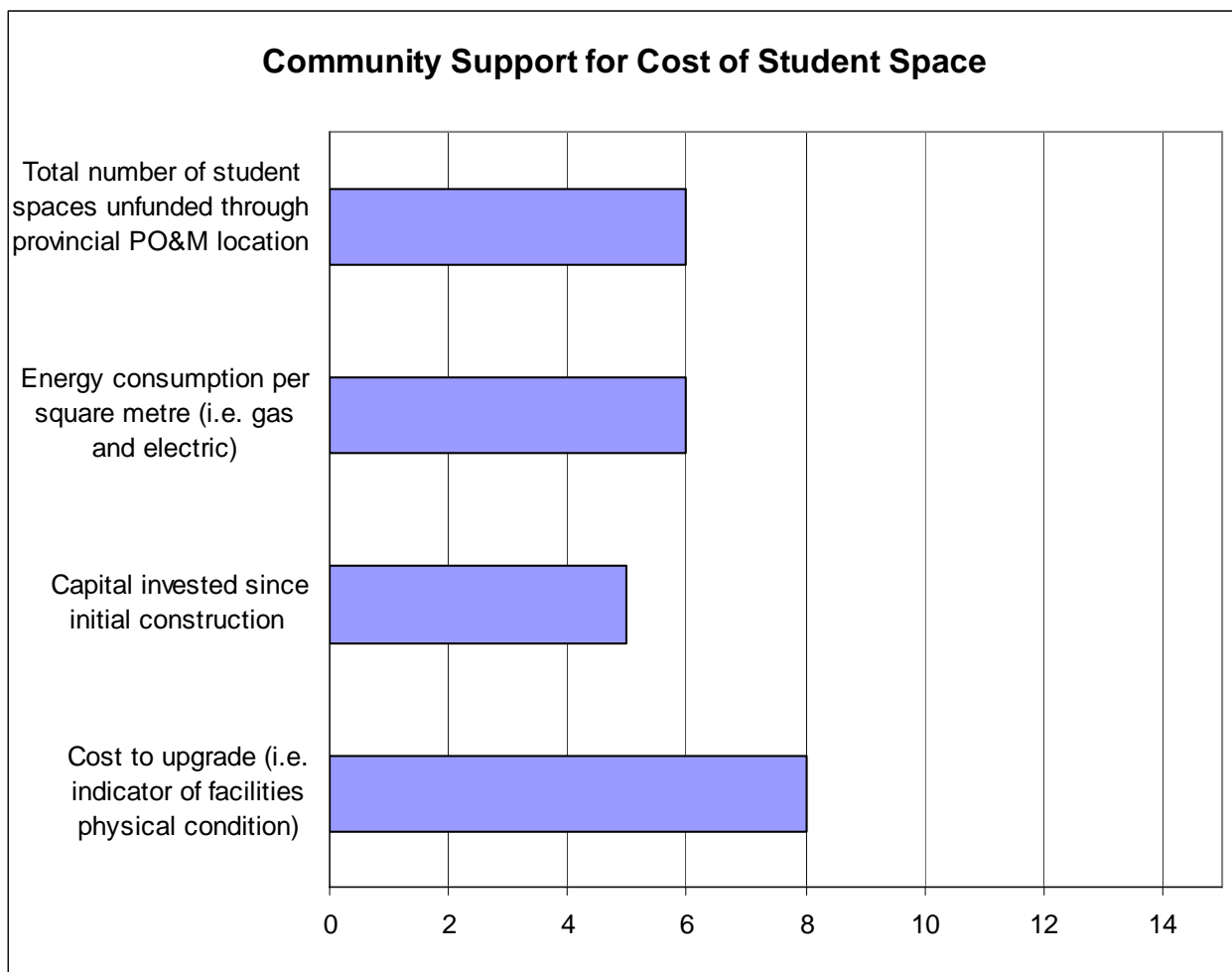
While the sample size of 5 in this category is quite small, there are some differences in level of support for the indicators as outlined below, and consistent with feedback from other stakeholder groups.



Cost of Student Space

Community Support was strongest equally for Cost of Student Space Viability Indicators of: Cost to Upgrade; followed equally by Energy Consumption and Total Number of Student Spaces unfunded through provincial PO&M.

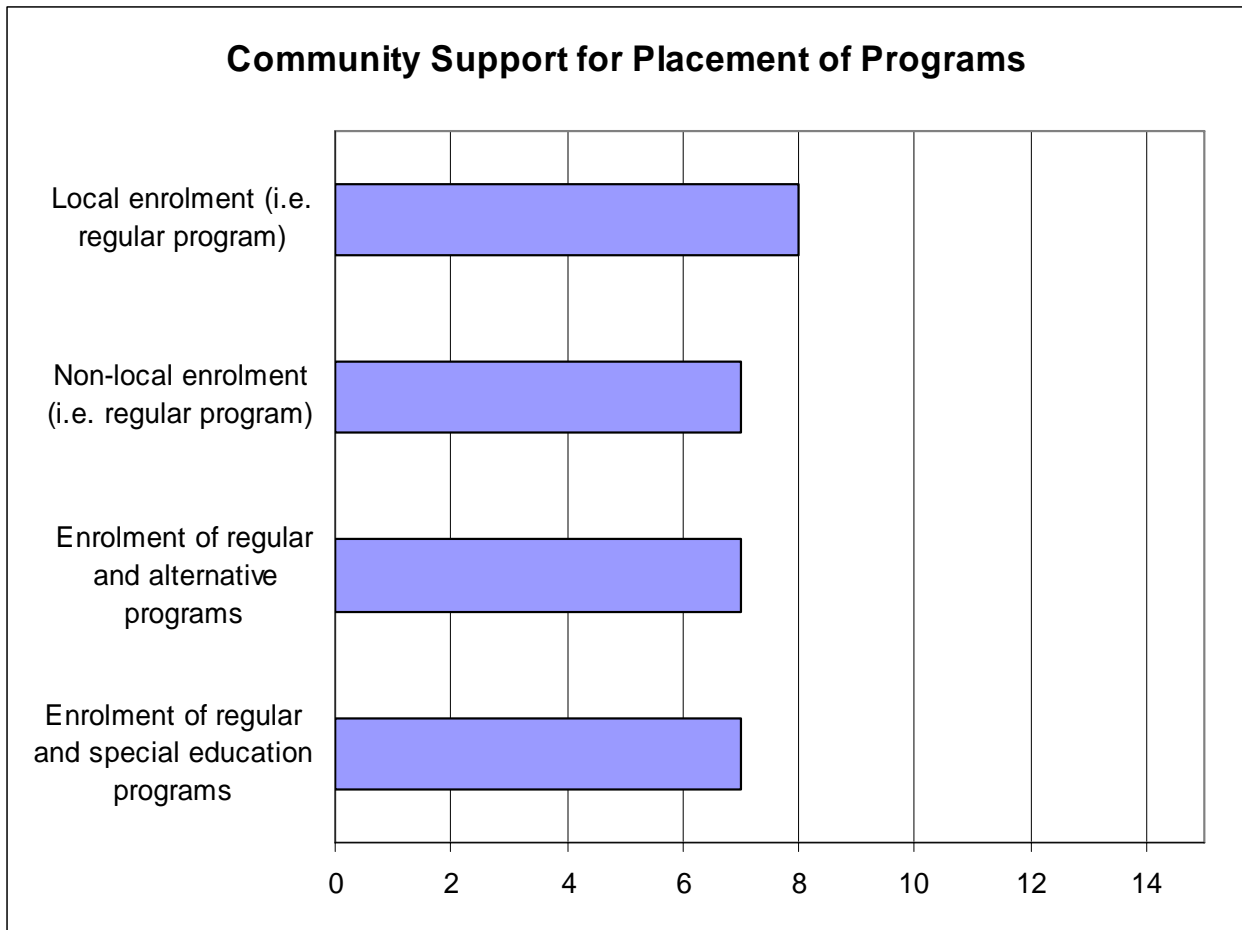
Community Support was weakest for the Cost of Student Space Viability Indicators of: Capital Invested since initial construction.



Placement of Programs

Community Support was strongest for the Program Enrolment Viability Indicators of: Local Enrolment.

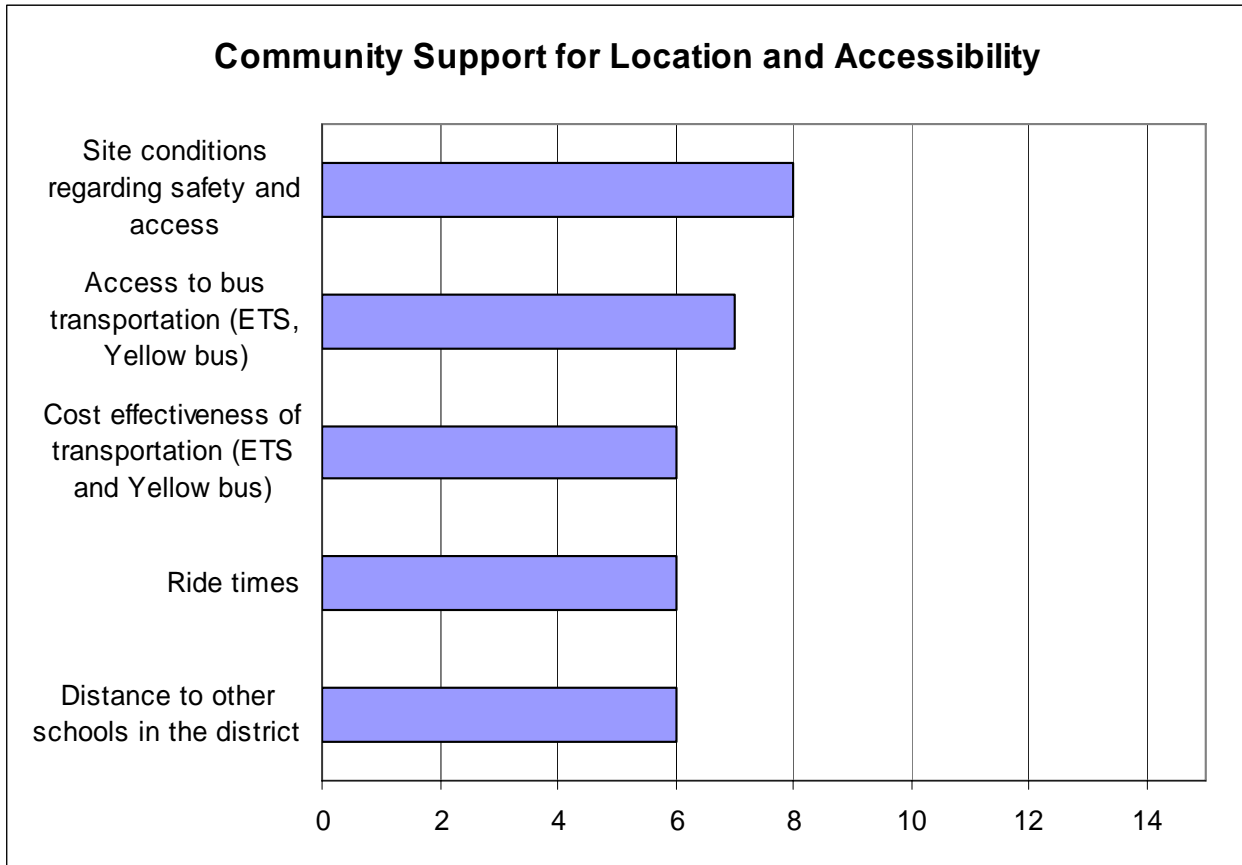
Community Support was weakest equally for the Program Enrolment Viability Indicators of: Non-local enrolment; Enrolment of regular and special education programs and Regular and alternative programs.



Location and Accessibility

Community Support was strongest for the Location and Accessibility Viability Indicators of: Site conditions regarding safety and access; and Access to bus transportation.

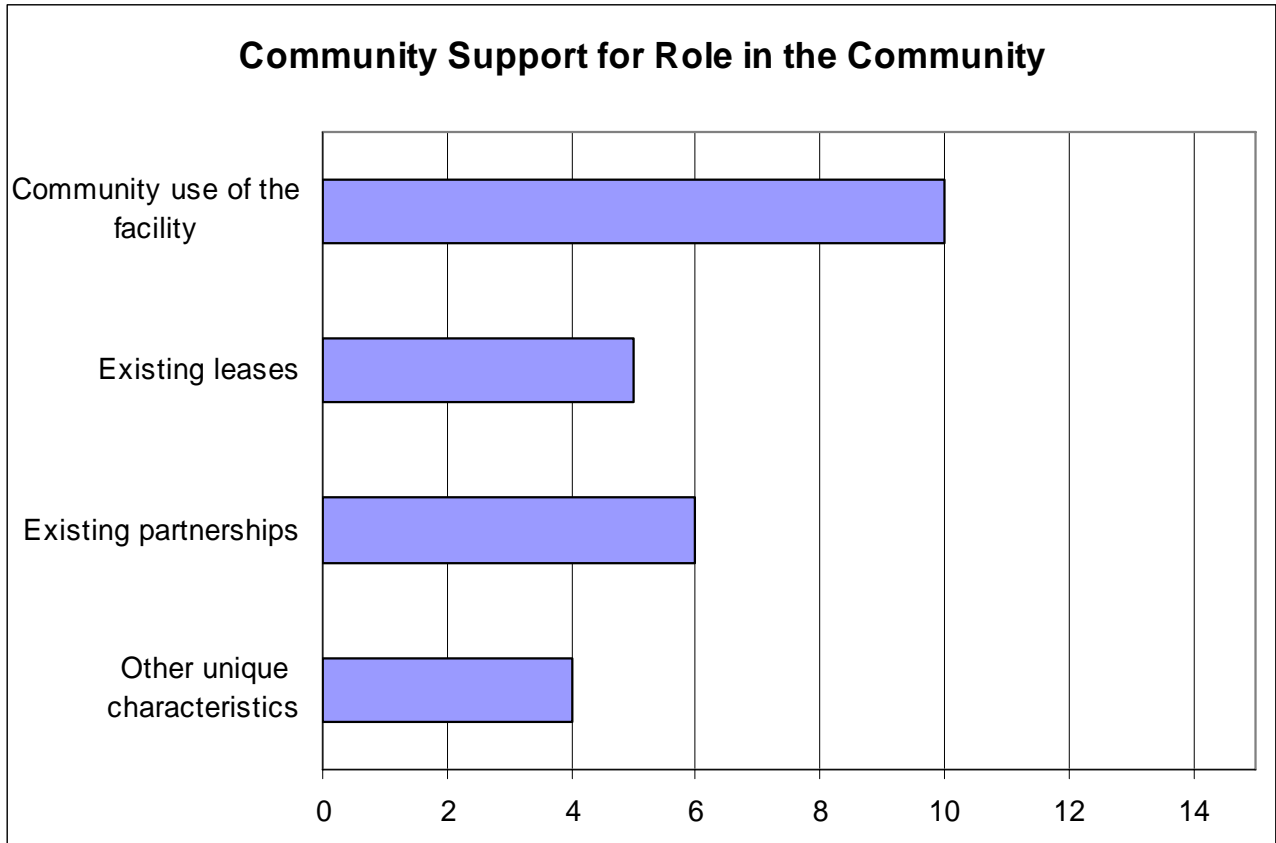
Community Support was weakest equally for the Location and Accessibility Viability Indicators of: Distance to other schools in the district; Ride Times; and Cost effectiveness of transportation.



Role in the Community

Community Support was strongest for Community use of the facility.

Community Support was not strong for the other indicators in this category



3.3.2 Community Additional Suggested Viability Indicators

There was Community Stakeholder suggestions on adding or clarifying the importance of Proximity with community facilities Schools and that are seen as the heart of the community.

3.3.3 Community Comments on Viability Indicators

Learning Conditions and Student Spaces

There were Community Stakeholder comments on adding or clarifying the importance of proximity with community facilities to schools and that are seen as the heart of the community.

There were Community Stakeholder comments on defining minimum viable enrolment definition as well as stating that enrolment is not on its own, combination with other factors.

There were Community Stakeholder comments stating that there should be common minimum standards.

Population and Demographics

This factor is not very relevant as long as open boundaries and choice persists

The record of attracting students from outside the boundaries is relevant under the current system.

Mobilization (bussing, mobile library, portables) should be considered

Cost of Student Space

There were Community Stakeholder comments suggesting: take into consideration program needs; adjusting / weighing by age of building, taking cost to upgrade into consideration under certain conditions.

Placement of Programs

There were no repetitive comments to report.

Location and Accessibility

There were no repetitive comments to report.

Role in the Community

There were Community Stakeholder comments suggesting highlighting the importance of daycare facilities.

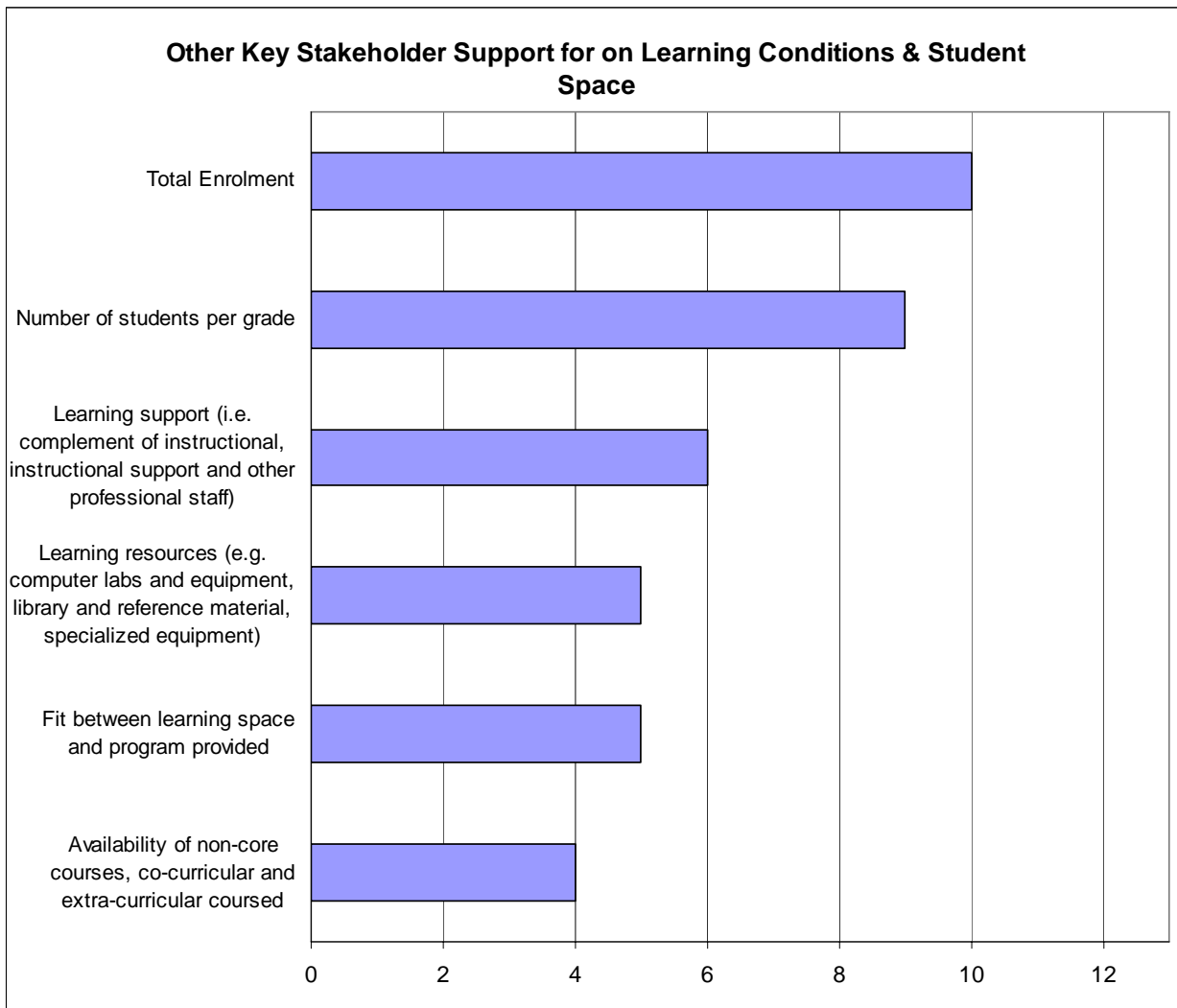
3.4 Other Key Stakeholders

3.4.1 Other Key Stakeholders Support for Draft Viability Indicators

Learning Conditions and Student Spaces

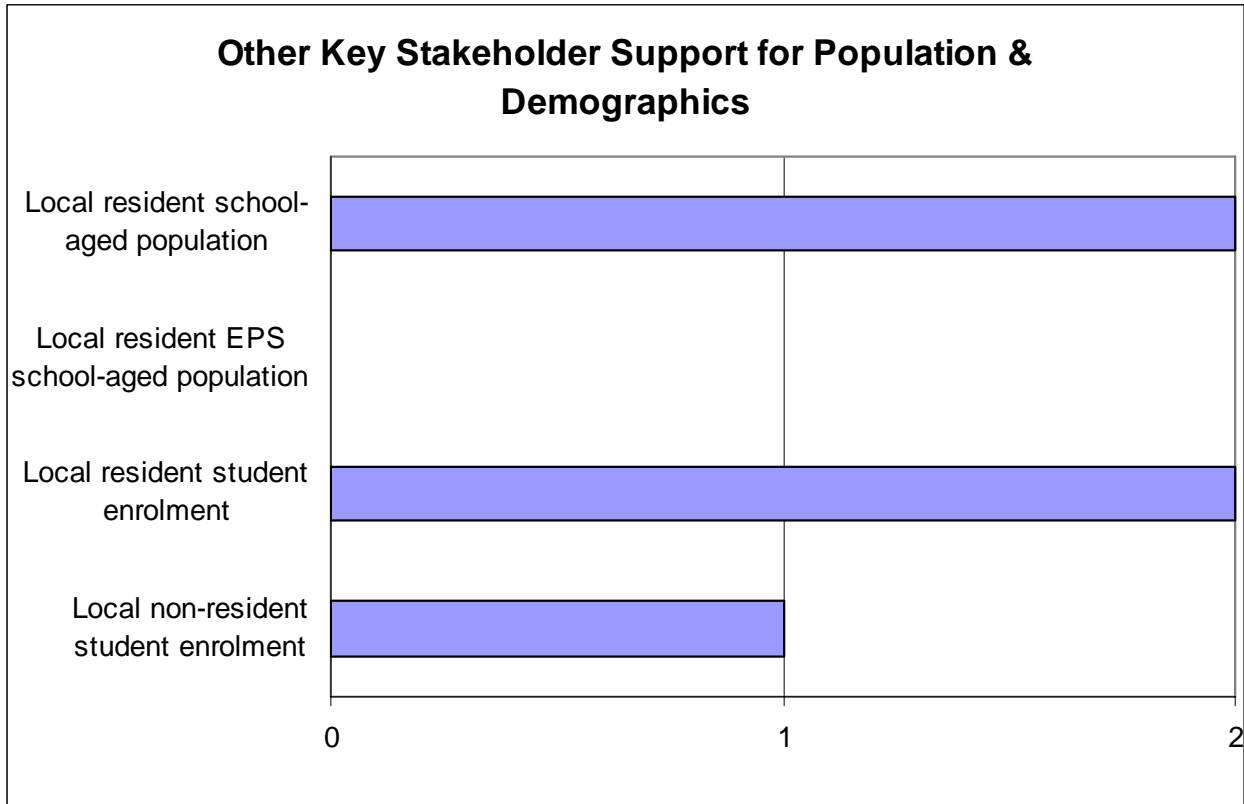
Other Key Stakeholders Support was strongest for the Learning Conditions and Student Spaces Viability Indicators of: Total Enrolment; and Number of Students per grade.

Other Key Stakeholders Support was weakest for the principles of: Availability of non-core courses, co-curricular and extra-curricular courses; and equally Learning Resources and Fit between learning space and program provided.



Population and Demographics

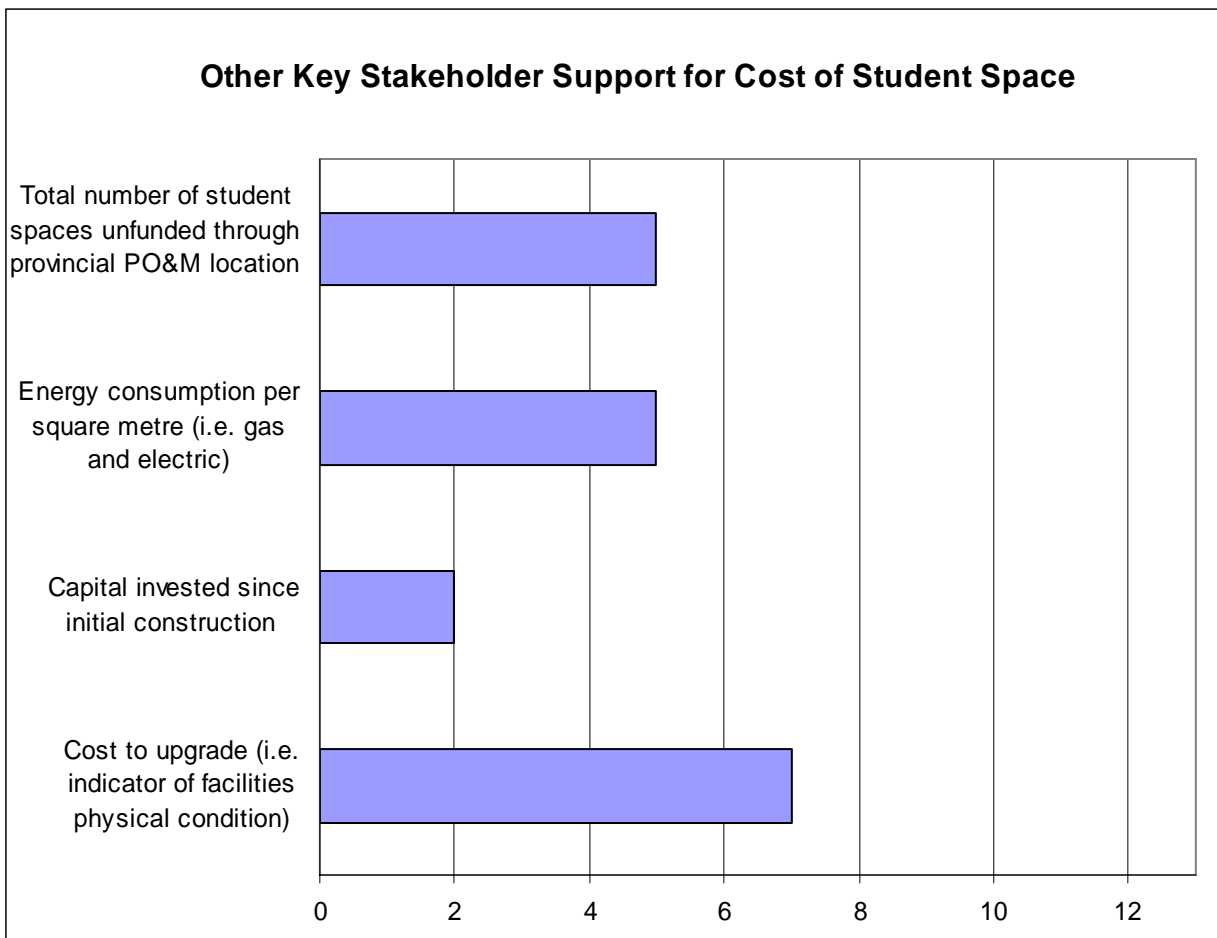
The data received supporting specific indicators in this category was limited to two participants from the first meeting in the Other Key Stakeholder category.



Cost of Student Space

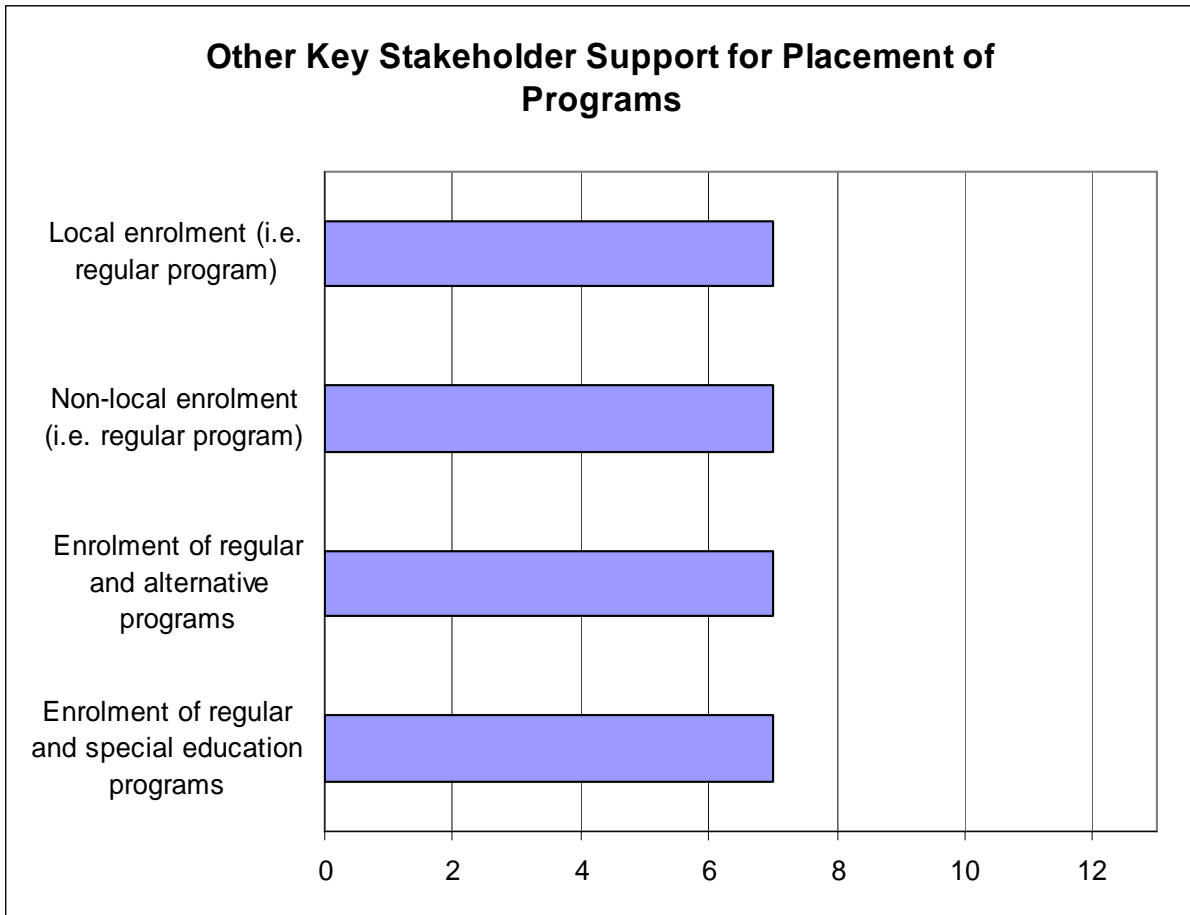
Other Key Stakeholders Support was strongest equally for Cost of Student Space Viability Indicators of: Cost to Upgrade; and equally for Energy Consumption and Total Number of Student Spaces unfunded through provincial PO&M.

Other Key Stakeholders Support was weakest for the Cost of Student Space Viability Indicators of: Capital Invested since initial construction.



Placement of Programs

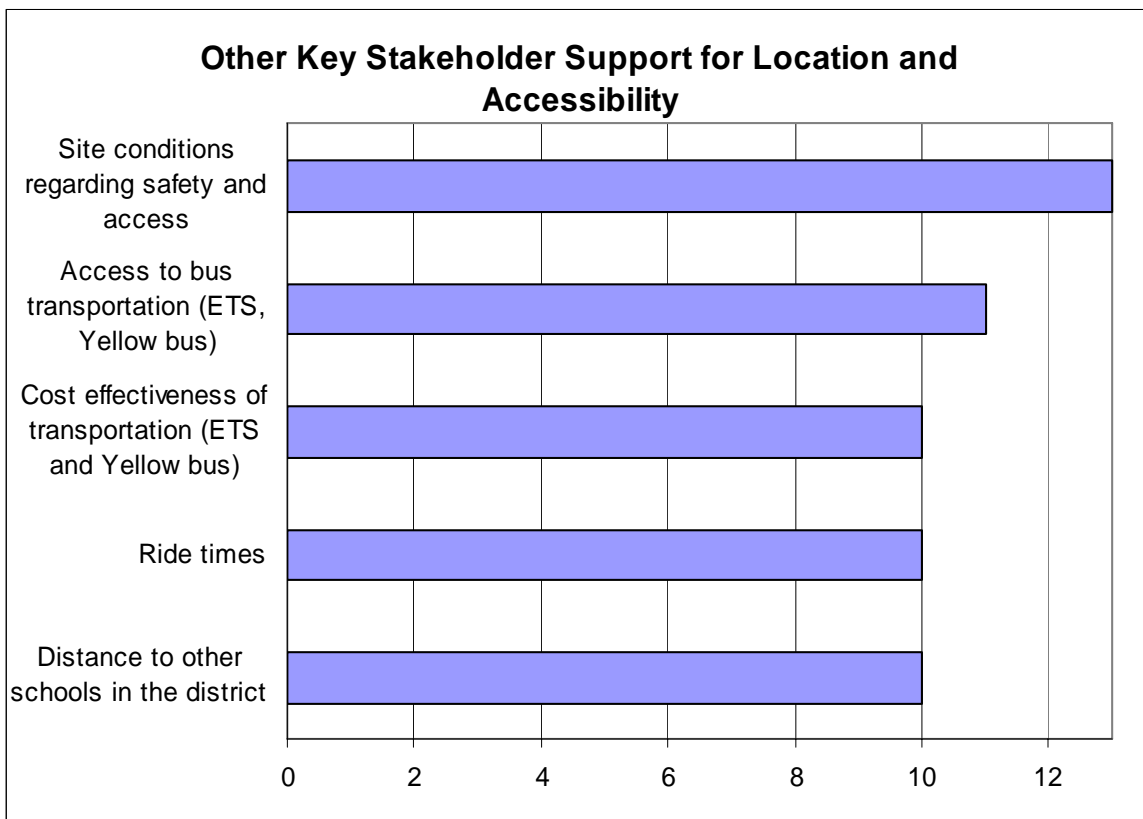
Other Key Stakeholders Support was equal for all the Program Enrolment Viability Indicators.



Location and Accessibility

Other Key Stakeholders Support was strongest for the Location and Accessibility Viability Indicators of: Site conditions regarding safety and access; and Access to bus transportation.

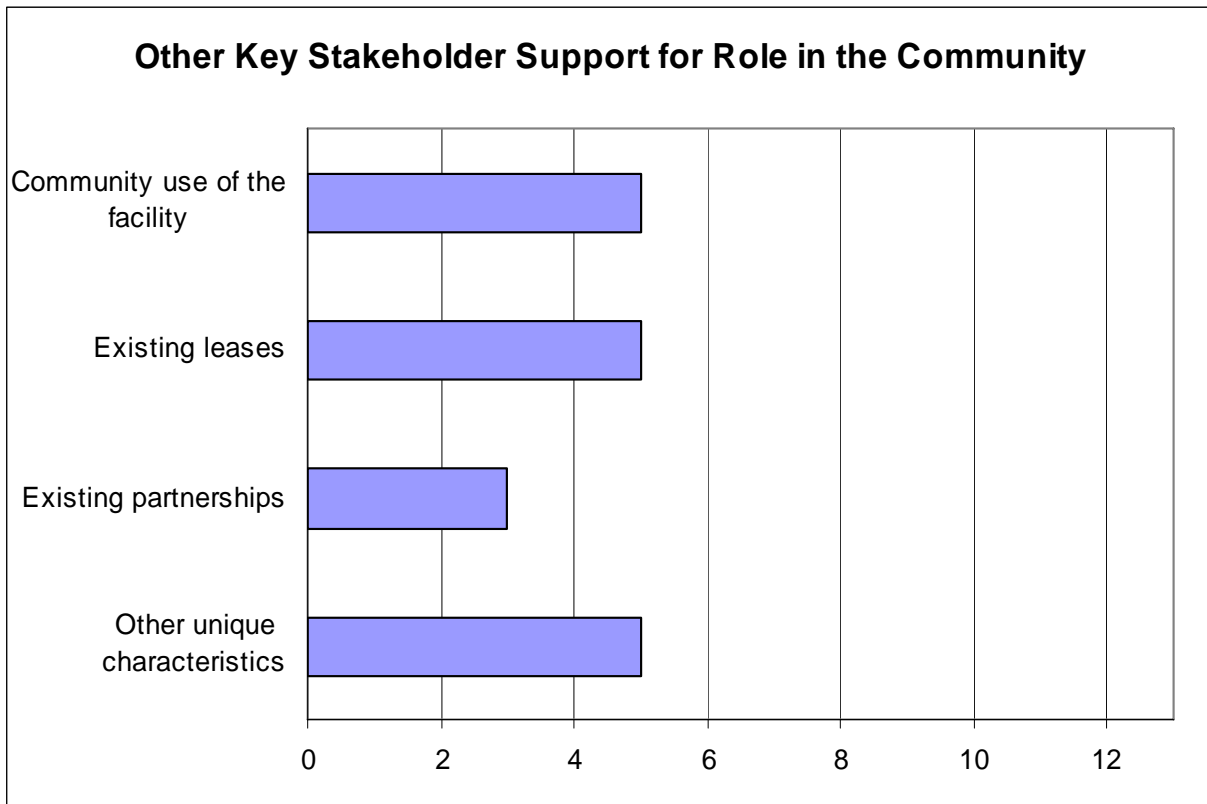
Other Key Stakeholders Support was weakest equally for the Location and Accessibility Viability Indicators of: Distance to other schools in the district; Ride Times; and Cost effectiveness of transportation.



Role in the Community

Other Key Stakeholders Support was strongest equally for the Role in the Community Viability Indicators of: Community use of the facility; Other unique characteristics; and Existing leases.

Other Key Stakeholders Support was weakest for the Viability Indicator of Existing partnerships.



3.4.2 Other Key Stakeholders Additional Suggested Viability Indicators

There were additional suggestions for additional viability indicators from other key stakeholders.

3.4.3 Other Key Stakeholders Comments on Viability Indicators

There were Community Stakeholder comments on linking with “district of choice”. At least one stakeholder suggested that Population and Demographics is not an important factor, if EPS continues to allow open boundaries and programs of choice

A question was raised whether there should be boundary restrictions set for some elementary schools, to encourage enrolment.

At least one stakeholder suggested that the current system with open boundaries and so much choice has led to a “survival of the fittest” approach.

There were Community Stakeholder comments on having a maximum of 30 minutes ride time for students.

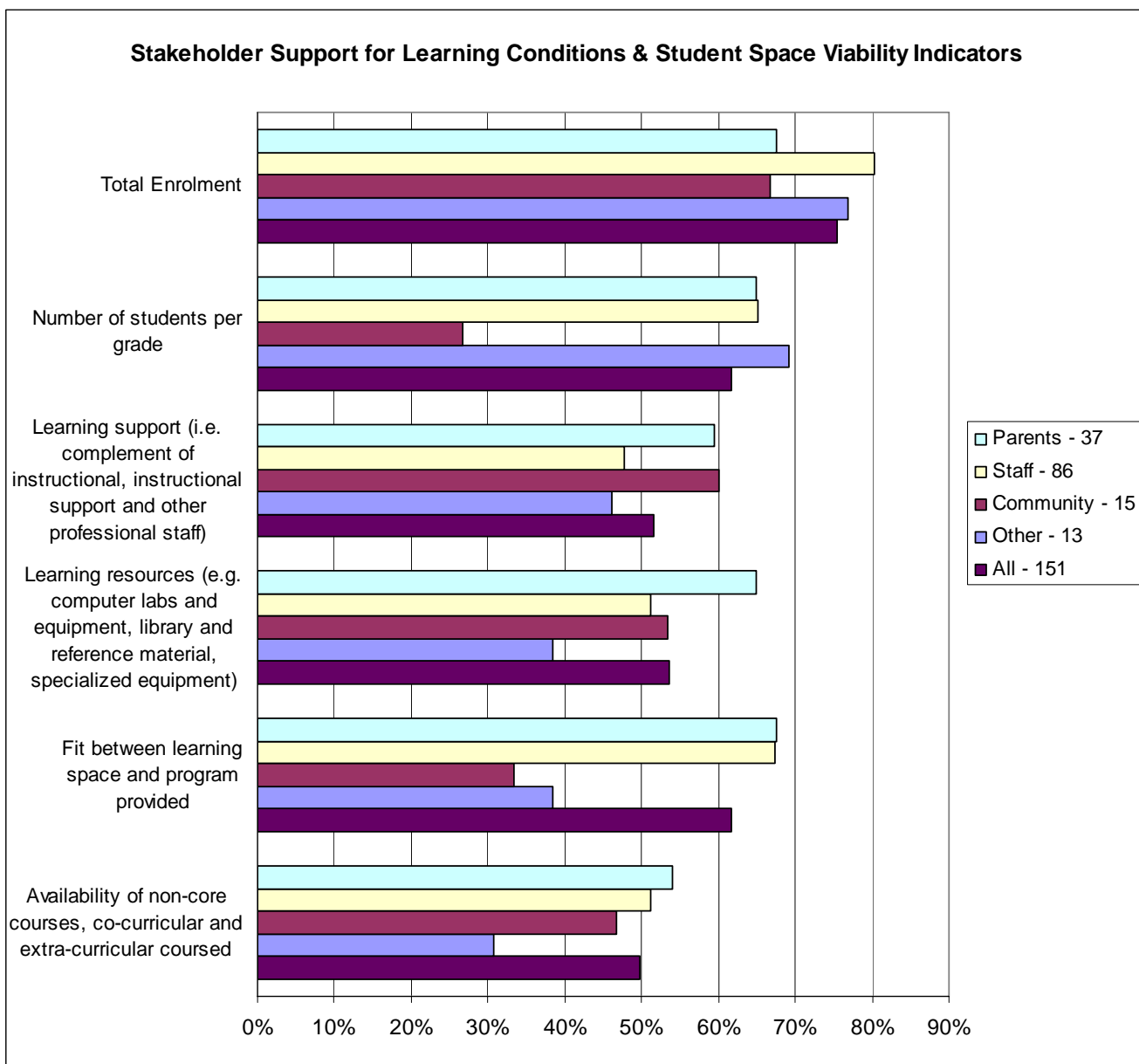
There were Community Stakeholder comments on indicators that stressed the importance of daycare facilities and the value of historical buildings

3.5 Summary - All Key Stakeholders

3.5.1 All Key Stakeholders Support for Draft Viability Indicators

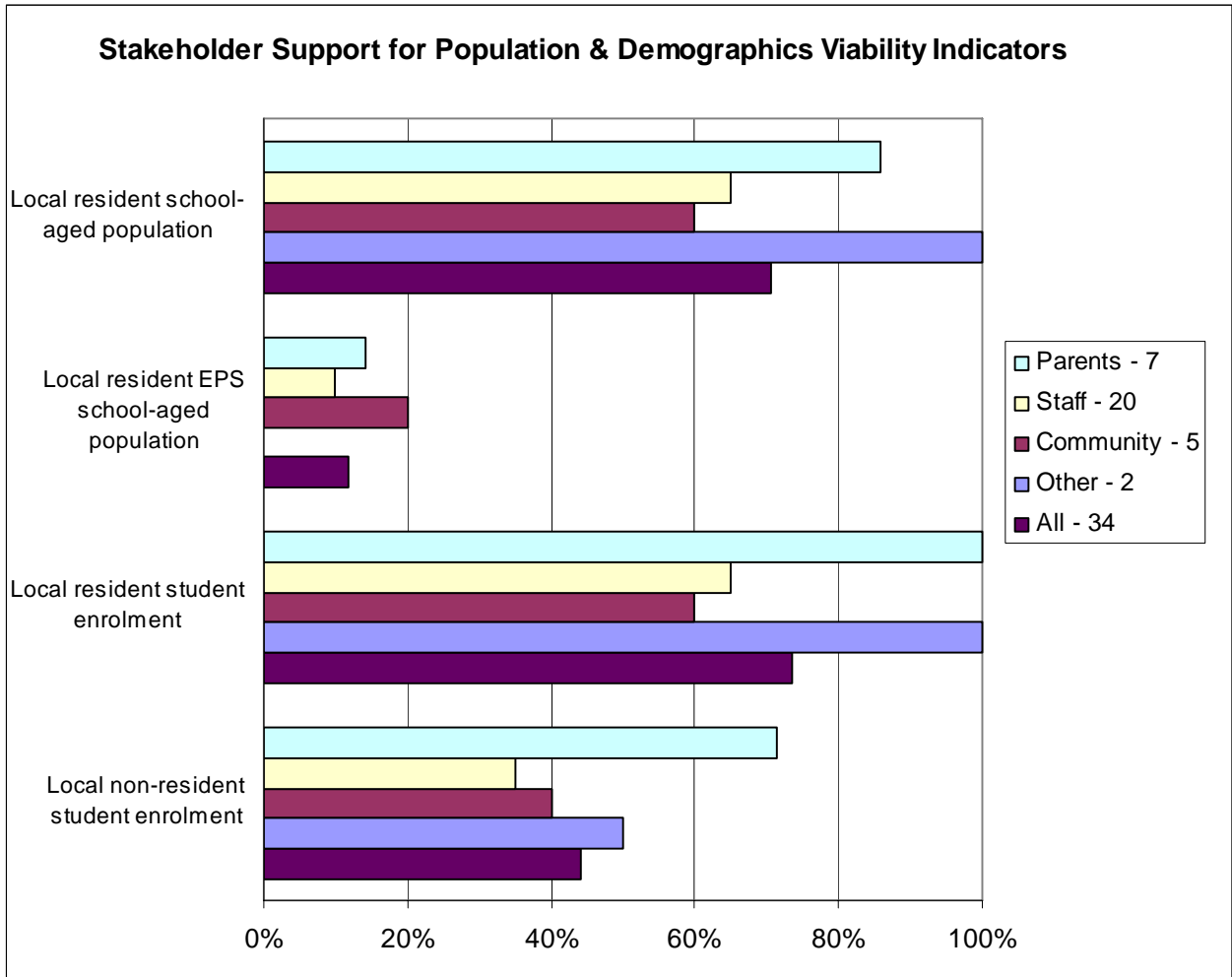
Learning Conditions and Student Spaces

There was a significant percentage difference in Number of students per grade support between Parents, Staff and Other (over 60%) relative to Community (less than 30%).



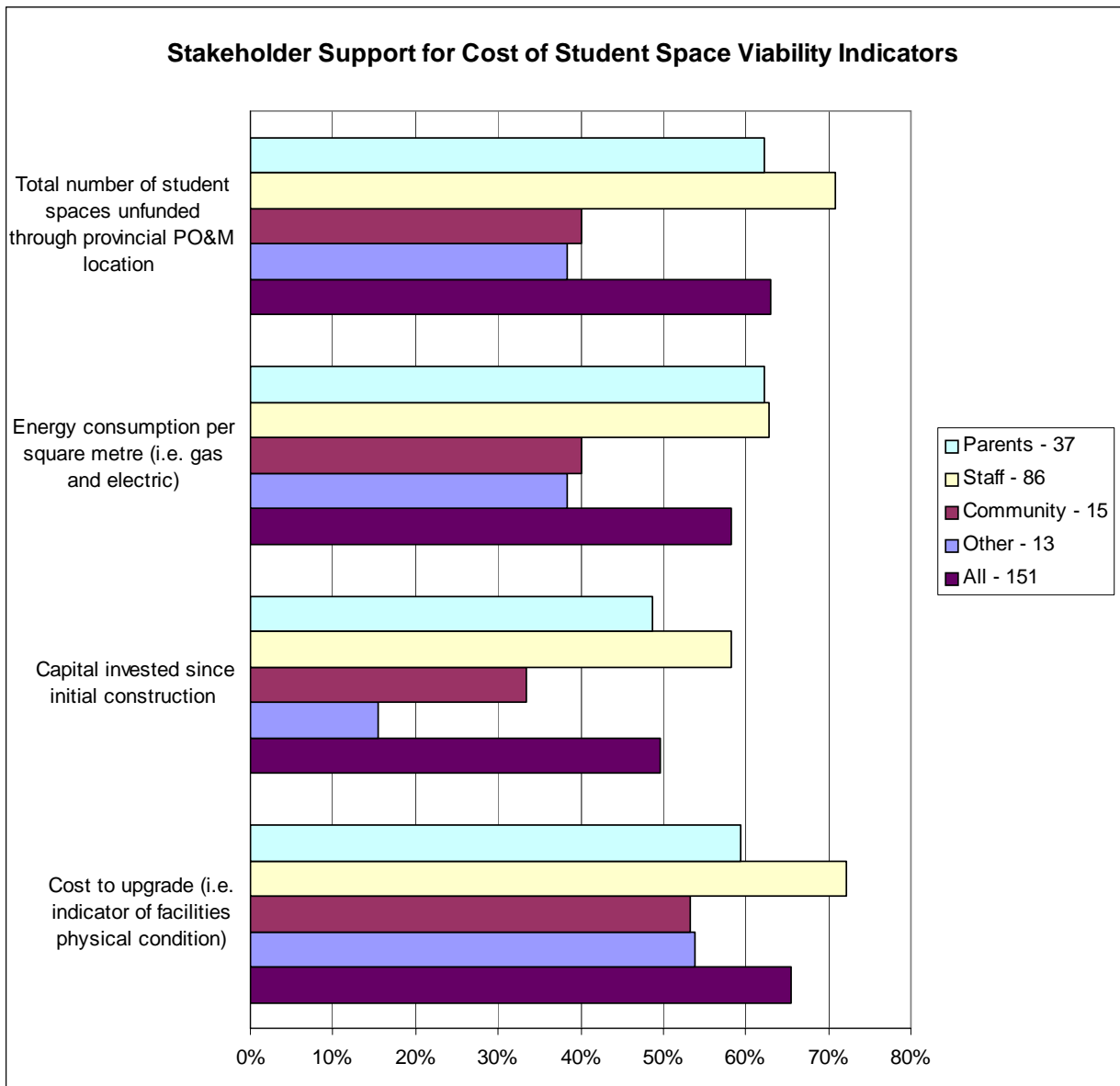
Population and Demographics

There was a significant percentage difference in Local resident student enrolment and Local resident school-aged population support between Parents (100%) relative to Community (60%).



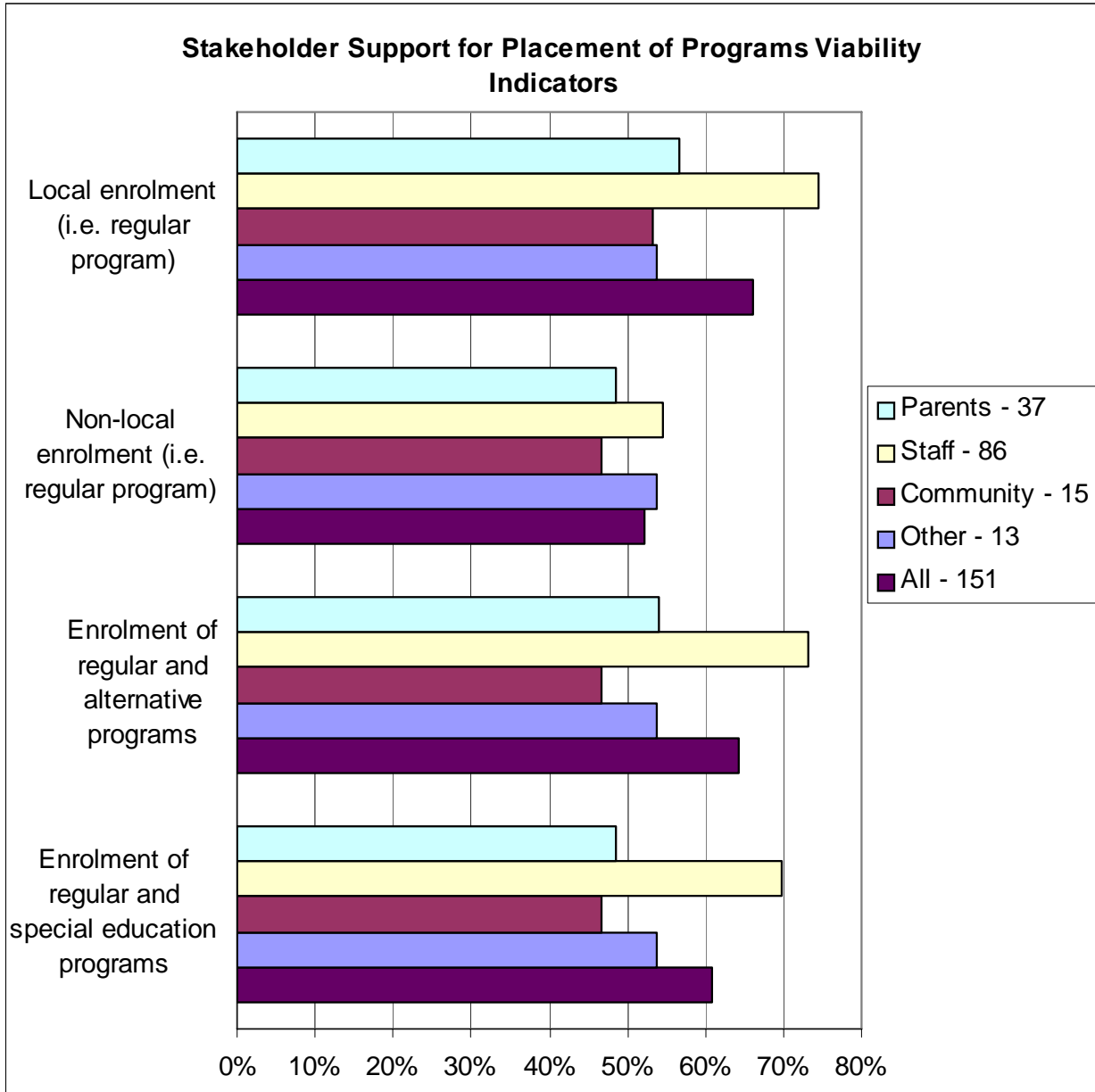
Cost of Student Space

There was a significant percentage difference in Capital Invested Since Initial Construction support between Staff (58%) relative to Community (15%).



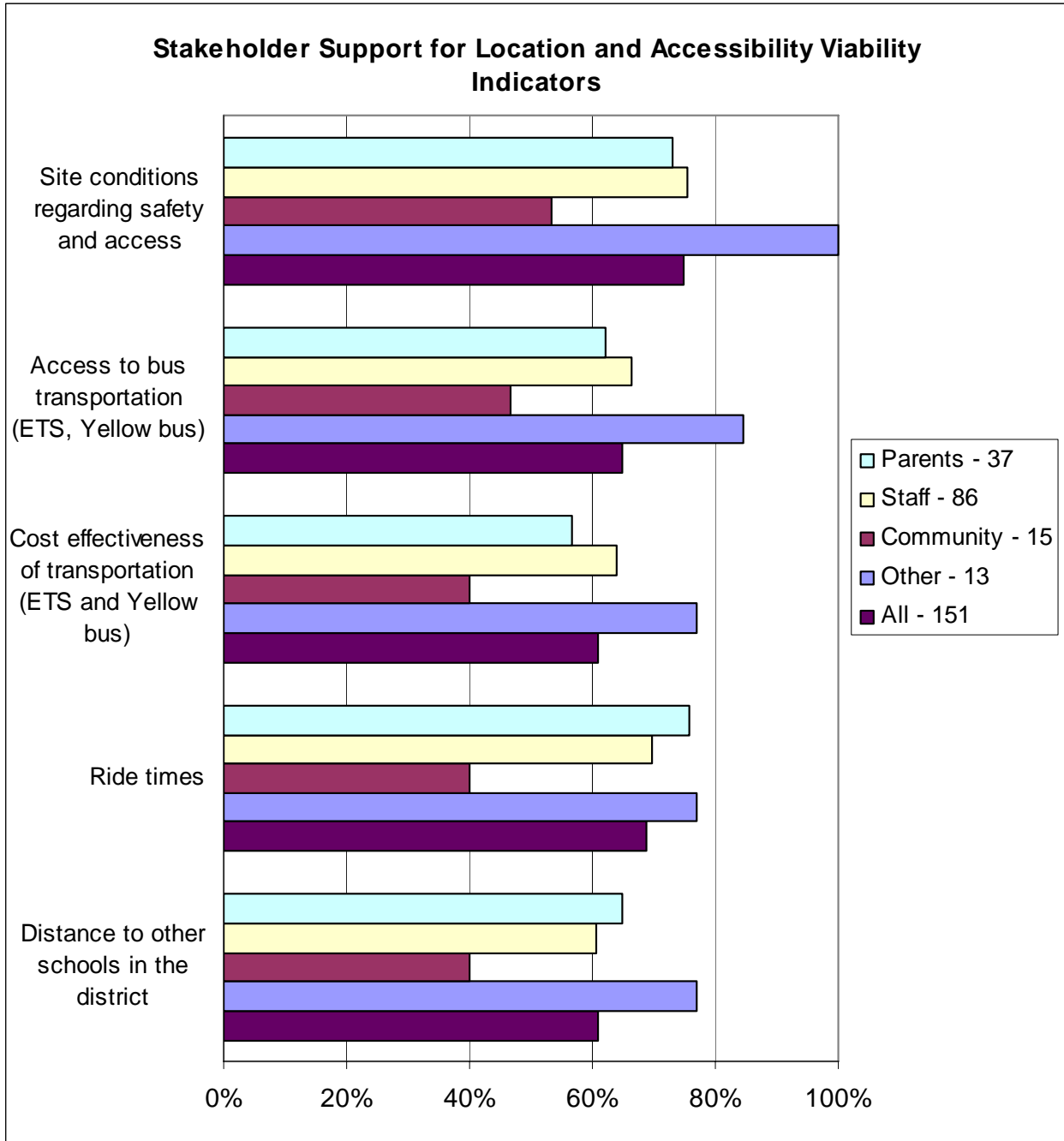
Placement of Programs

There was a significant percentage difference in Enrolment of Regular and Alternative Programs support between Staff (73%) relative to Community (47%).



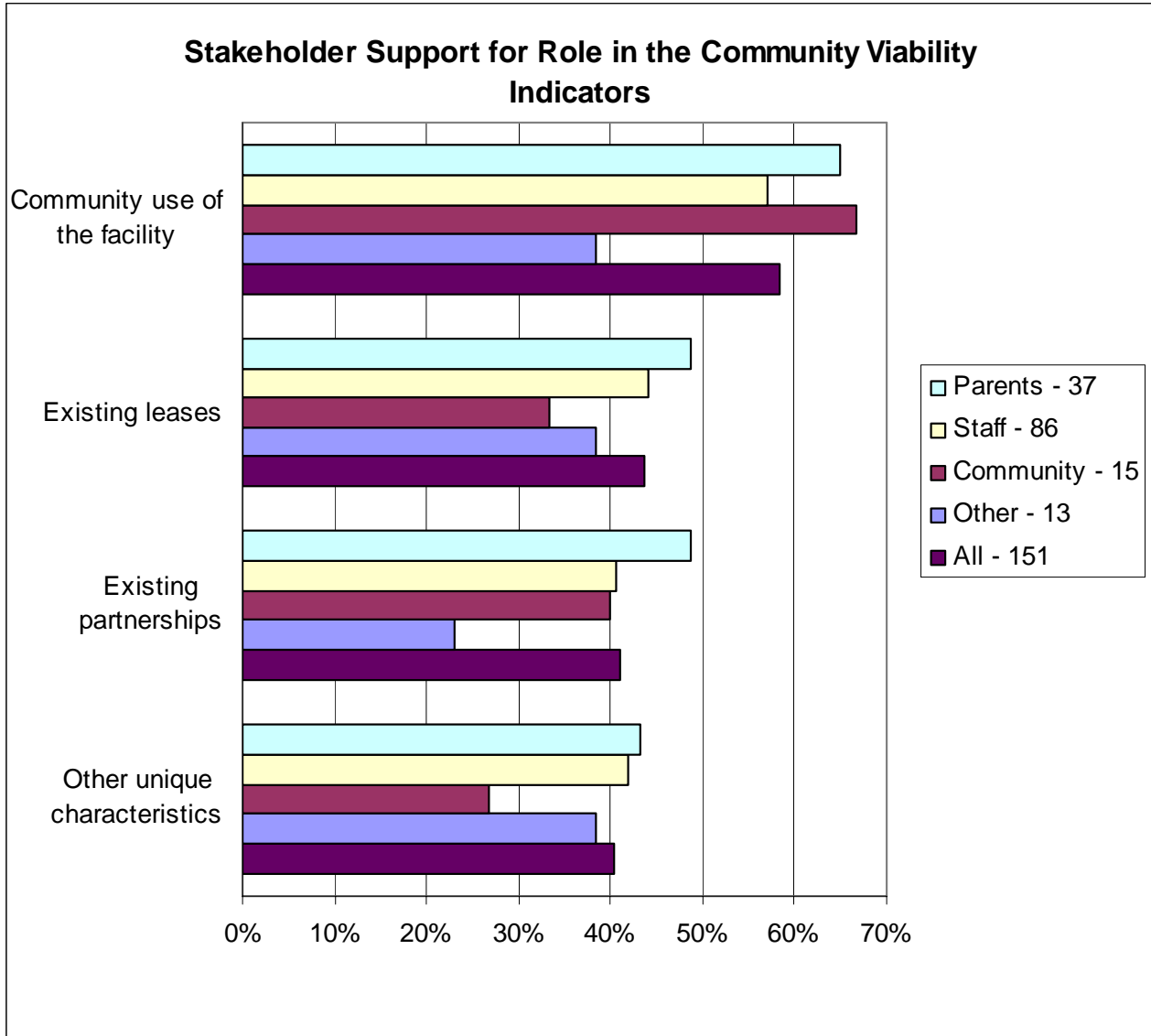
Location and Accessibility

There was a significant percentage difference in Site Conditions support between Other (100%) relative to Community (53%).



Role in the Community

There was a significant percentage difference in Community Use of the facility support between Community (67%) relative to Other (38%).



3.5.2 All Key Stakeholders Additional Suggested Viability Indicators

Learning Conditions and Student Spaces

There was All Stakeholder comment on: too many indicators as well as suggestions on how to clarify the Indicator including: art room, music room, lunchroom, library, labs, shops.

Population and Demographics

There was All Stakeholder support for linking with indicator with building space, programs, and “district of choice”. There was All Stakeholder support for considering future development or redevelopment.

Cost of Student Space

There was All Stakeholder support for linking this indicator with spaces within a geographic area; and long-term viability.

Placement of Programs

There was All Stakeholder support for stressing the balance between program enrolments as well as the importance of daycare, and after school care.

Location and Accessibility

There was All Stakeholder comments suggesting differentiating by age of students as well as the proximity to community facilities.

Role in the Community

There were All Stakeholder comments stressing the importance of other community uses, e.g. daycare, health services and an emphasis that schools are seen as the heart of the community.

3.5.3 All Key Stakeholders Comments on Viability Indicators

Summary of Comments on Learning Conditions and Student Space

- Clarify by being specific, e.g. art room, music room, lunchroom, library, labs, shops.
- Develop a minimum viable enrolment definition.
- Consider the learning commission class size initiative.
- Improve definition of *Learning Support* Indicator.
- *Learning Support* is linked to enrolment and funding.
- There should be more equity in resources through common minimum standards.

- Learning resources are transferable and portable.
- Improve definition of *Fit Between Learning Space and Program*.
- *Co-curricular and non-core courses / Extra-curricular activities* are tied to other variables (programs, grade configurations).

Summary of Comments on Population and Demographics

- *Population and Demographics* link with building space, programs, & “district of choice”.
- Given that this is a district of choice, registration should be the focus rather than population and demographics.
- Population & Demographics must take into consideration the growth of the whole city, including housing and transportation developments.
- While there is overall support for the Population & Demographics indicator, several stakeholders note that providing a 'district of choice' reduces its validity. As open boundaries allow parents and students to choose their program, it is impossible to fully ascertain the specifics of an area's population and demographic.
- Several stakeholders recommend that EPS survey parents or students to determine why some choose to attend a school outside of their community. This information may be used to assist with future planning initiatives.
- Several comments suggested that while identifying a school's viability, that this indicator must also consider projected future growth in Edmonton. Population growth, housing developments and changes to the transportation system, such as new LRT stations, may impact population & demographics as a school viability indicator.
- Many stakeholders recommend that EPS consider changing the population & demographics indicator to program registration

Summary of Comments on Cost of Student Space

- Common spaces e.g. hallways should be included in capacity / utilization calculations.
- Program needs may have different space requirements and thus different costs.
- The *Energy Consumption indicator* could penalize older schools so the indicator may need to be weighed or adjusted by age of building.
- *Capital investment since initial construction* is only relevant in so far as it impacts building condition but sunk investment is not relevant.
- *Costs to upgrade* are relevant to renovate or replace, and under certain conditions.

Summary of Comments on Placement of Programs

- Consider the inter-connection between *enrolments, capacity & utilization* .
- Don't consider *enrolment* on its own but in combination with other factors
- Avoid split grades where possible.
- Differentiate *Program Enrolment* by age of students proximity to community facilities.
- Definition of *program* should include before and after school care.
- Clarify *Local Regular Program Enrolment* to include current and projected enrolments.
- Consider that *Alternative and Special Education Programs* can be moved.
- There needs to be a balance of *regular and special needs programs*.

Summary of Comments on Location and Accessibility

- Ensure safety is a priority for students, parents and staff.
- Distinguish between junior high and senior high for bus transportation access.
- Establish maximum bus ride length or time, (e.g. 30 minutes) especially for younger children and special needs.
- An issue is whether leases of school space are covering all costs.
- The value of Existing partnerships indicator depends upon the partnership.
- Under the other unique characteristics indicator, identify historical significance

Summary of Comments on Role in the Community

- *Community uses* are important, e.g. daycare, after school care, health services.
- Recognize and emphasize that schools are seen as the heart of the community.
- *For community use of schools*, distinguish between building and green space / fields.
- *Leasing* compatibility and potential depends upon the type and location of the building.

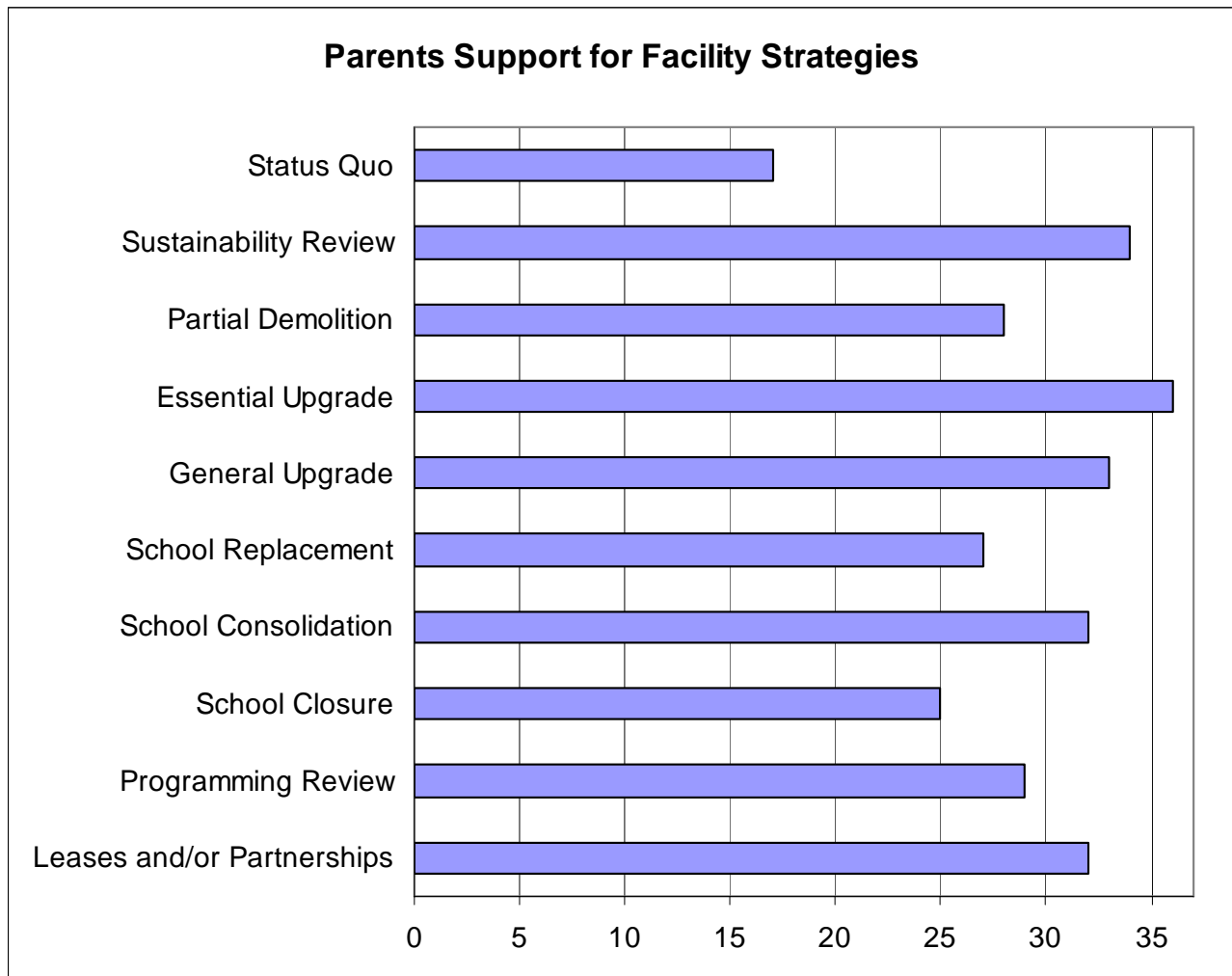
4.0 FEEDBACK ON FACILITY STRATEGIES

4.1 Parents

4.1.1 Parent Support for Draft Facility Strategies

Parent Support was strongest for the Facility Strategies of: Essential Upgrade; and Sustainability Review.

Parent Support was weakest for the Facility Strategies of: Status Quo; and School Closure.



4.1.2 Parent Additional Suggested Facility Strategies

There was parent support for selling land under certain conditions of future use of site and looking at Grade Configuration Options.

4.1.3 Parent Comments on Facility Strategies

There were parent suggestions supporting:

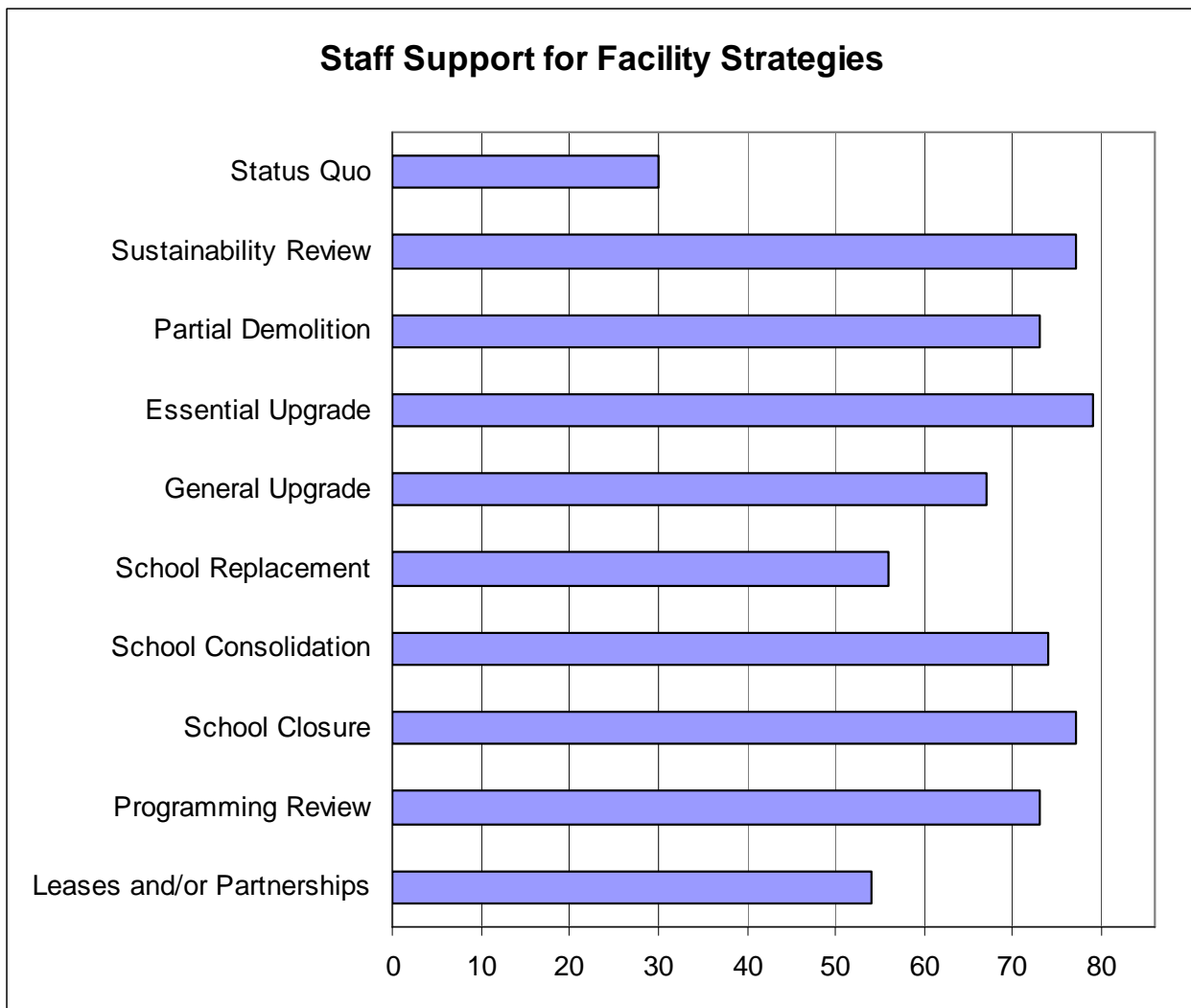
- Regular sustainability reviews.
- Partial demolition under certain conditions (e.g. Portables, other options exhausted).
- Essential upgrades for health and safety items.
- General Upgrades under certain conditions (cost, sustainability, regular maintenance).
- School Replacement under certain conditions (building condition, enrolment, cost.
- School Consolidation under certain conditions (close schools, low enrolment, certain grades, bussing distance) unless certain factors exist (low enrolment, close schools, bussing distance).
- School Closure as a last resort after all other alternatives have been exhausted.
- Programming Review under certain conditions.
- Leases and / or Partnerships including various suggestions (health, community league, out of school care, private sector, public and non profit sector).

4.2 School Staff

4.2.1 Staff Support for Draft Facility Strategies

Staff Support was strongest for the Facility Strategies of: Essential Upgrade, School Closure and Sustainability Review, in that order.

Staff Support was weakest for the Facility Strategies of: Status Quo; and Leases and / or Partnerships.



4.2.2 Staff Additional Suggested Facility Strategies

There was staff support for: the Modular design of new schools; Joint Public / Catholic schools; exploring Grade Configuration Options; and Sell Properties

4.2.3 Staff Comments on Facility Strategies

There were staff suggestions supporting:

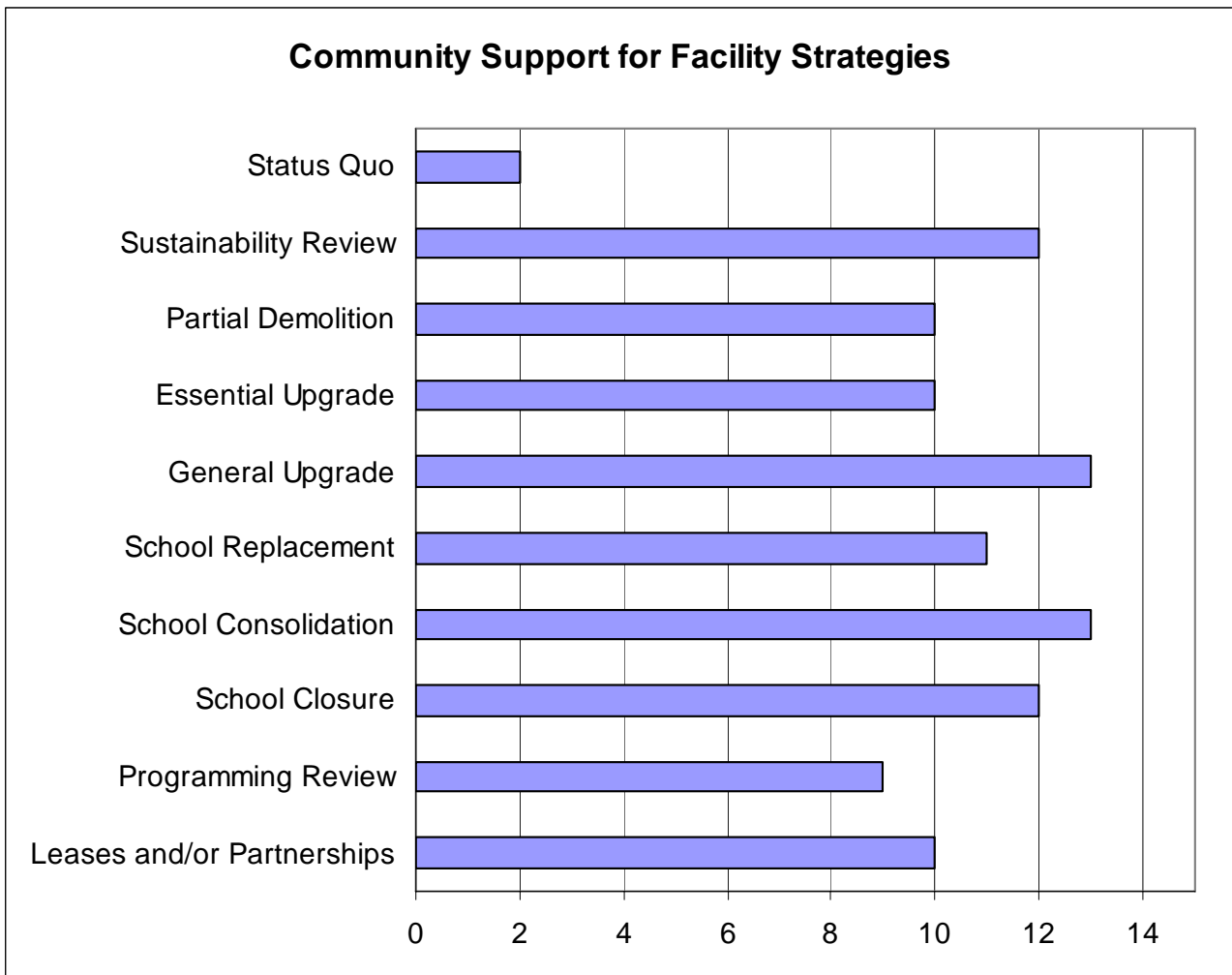
- Partial demolition under certain conditions (e.g. portables, other options exhausted);
- Essential upgrades for health and safety items so long as school is sustainable;
- General Upgrades under certain conditions (cost, funding, program review needs, scope of upgrade, enrolment);
- School Replacement under certain conditions (building condition, enrolment, cost);
- School Consolidation under certain conditions with various suggestions on combinations of schools and programs and collaboration with Edmonton Catholic;
- School Closure as a last resort after all other alternatives have been exhausted and under certain conditions (low enrolment, viability, favourable transportation, favourable process and information);
- Programming Review under certain conditions (program distribution. Location, viability, transportation, number of programs); and
- Leases and / or Partnerships under certain conditions (community impact / needs) including various suggestions.

4.3 Community

4.3.1 Community Support for Draft Facility Strategies

Community Support was strongest for the Facility Strategies of: School Consolidation; and General Upgrade.

Community Support was weakest for the Facility Strategies of: Status Quo; and Programming Review.



4.3.2 Community Additional Suggested Facility Strategies

There was Community Stakeholder support for: selling land; and finding school facility users (social services, childcare, health, various programs).

4.3.3 Community Comments on Facility Strategies

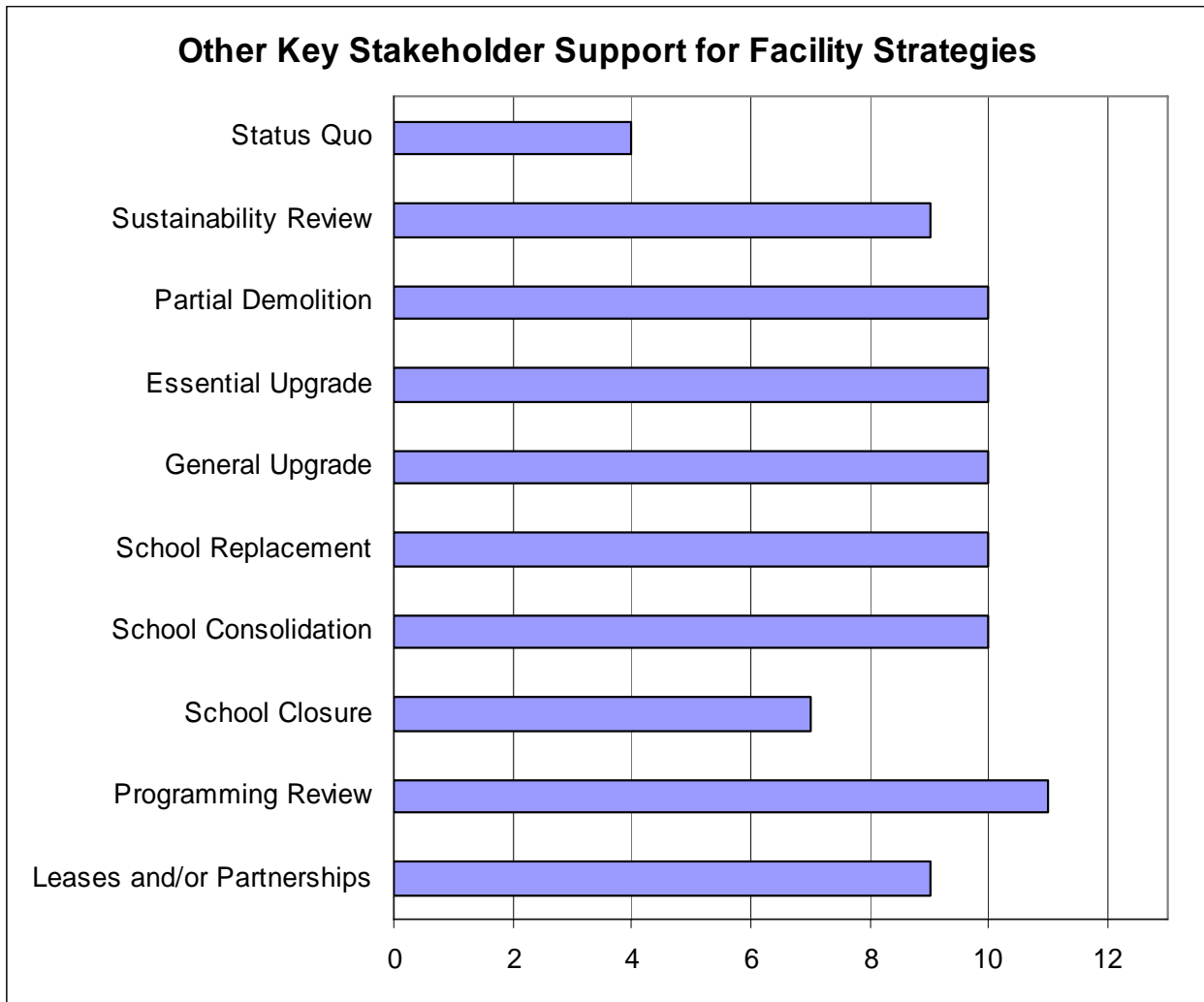
There were Community suggestions supporting:

- Essential Upgrades for health and safety items so long as school is sustainable;
- General Upgrades under certain conditions;
- School Replacement under certain conditions (building condition, enrolment, cost);
- School Consolidation under certain conditions (exhaust all educational options, public consultation);
- School Closure as a last resort after all other alternatives have been exhausted and with public community consultation;
- Programming Review under certain conditions; and
- Leases and / or Partnerships under certain conditions including various suggestions.

4.4 Other Key Stakeholders

4.4.1 Other Key Stakeholders Support for Facilities Strategies

Other Key Stakeholders Support was strongest for the Facility Strategies of: the Facility Strategies of: Status Quo; and School Closure.



4.4.2 Other Key Stakeholders Additional Suggested Facilities Strategies

None were suggested.

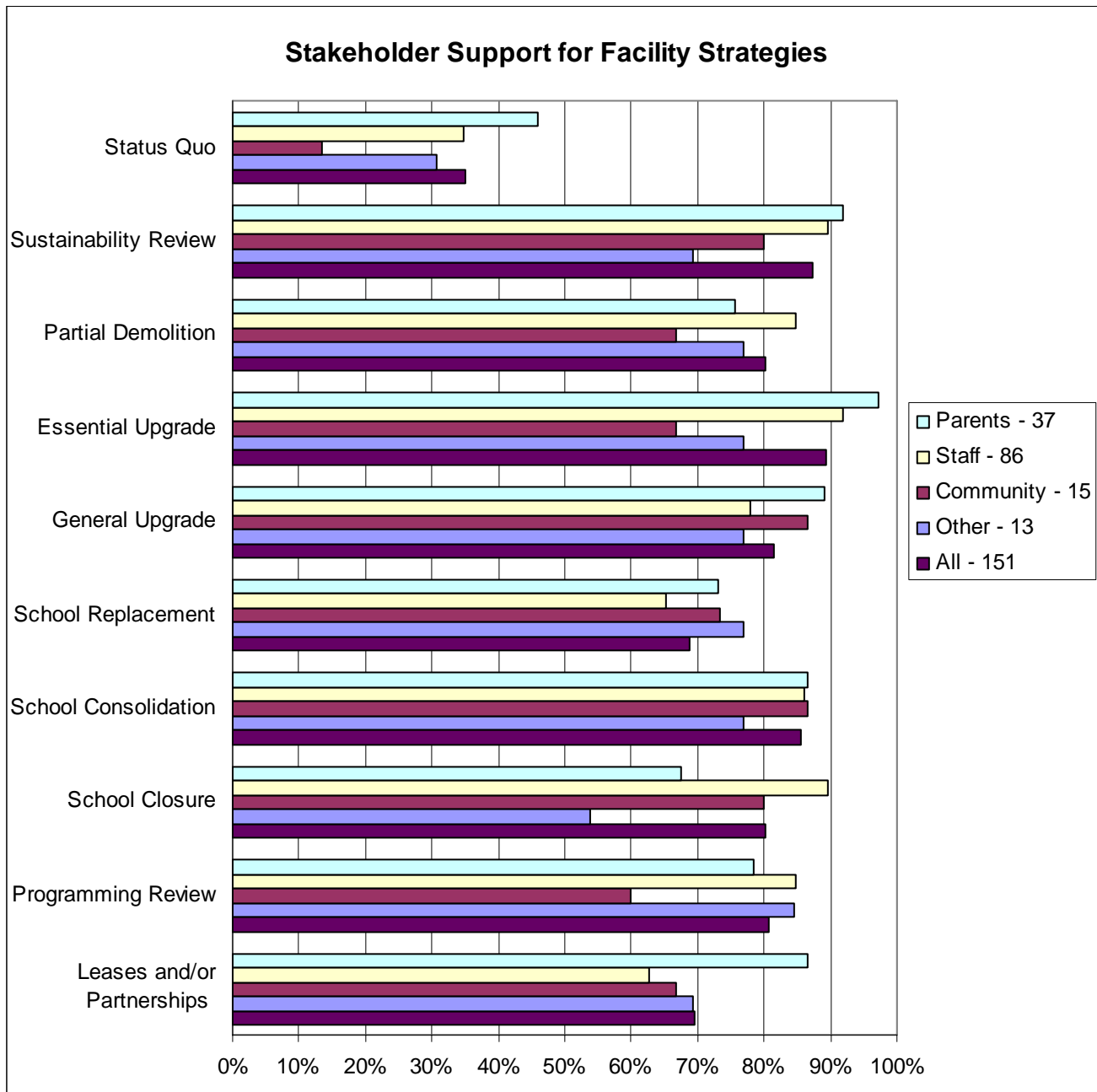
4.4.3 Other Key Stakeholders Comments on Facilities Strategies

There were no repetitive Other Key Stakeholder comments to report.

4.5 Summary - All Key Stakeholders

4.5.1 All Key Stakeholders Support for Draft Facility Strategies

There was a significant percentage difference in School Closure support between Staff (90%) relative to Other (54%).



4.5.2 All Key Stakeholders Additional Suggested Facility Strategies

There was Stakeholder support for: the modular design of new schools; joint Public / Catholic schools; exploring grade configuration options; and selling properties.

4.5.3 Summary of Comments on Facility Strategies

There were All Stakeholder suggestions supporting:

- *Status Quo* is not clear enough, without knowing what the status is, e.g. retain.
- *Status Quo* has a negative meaning; doing nothing it is not acceptable to stakeholders
- *Sustainability Reviews* should be done regularly.
- *Partial Demolition* should be only considered under certain conditions (e.g. has portables) and only after other options have been exhausted.
- *Essential Upgrades* should only be considered if the school is sustainable.
- *General Upgrades* should only be considered if the school is sustainable and the upgrade can be done in a cost effective manner
- *School Replacement* should only be considered under certain conditions (building condition, enrolment, cost.;
- *School Consolidation* should only be considered under certain conditions (close schools, low enrolment, certain grades, bussing distance).
- *School Closure* should be seen as a last resort after all other alternatives have been exhausted, and include community consultation.
- *Programming Review* should only be undertaken under certain conditions
- *Leases and / or Partnerships* for a wide range of public/community/non-profit uses are supported including health, community league, day care, out of school care
- *Potential Leases and/or Partnerships* for private sector parties must be cautiously evaluated and considered to ensure they are compatible with school and community use and that the safety of students, staff and visitors is not comprised

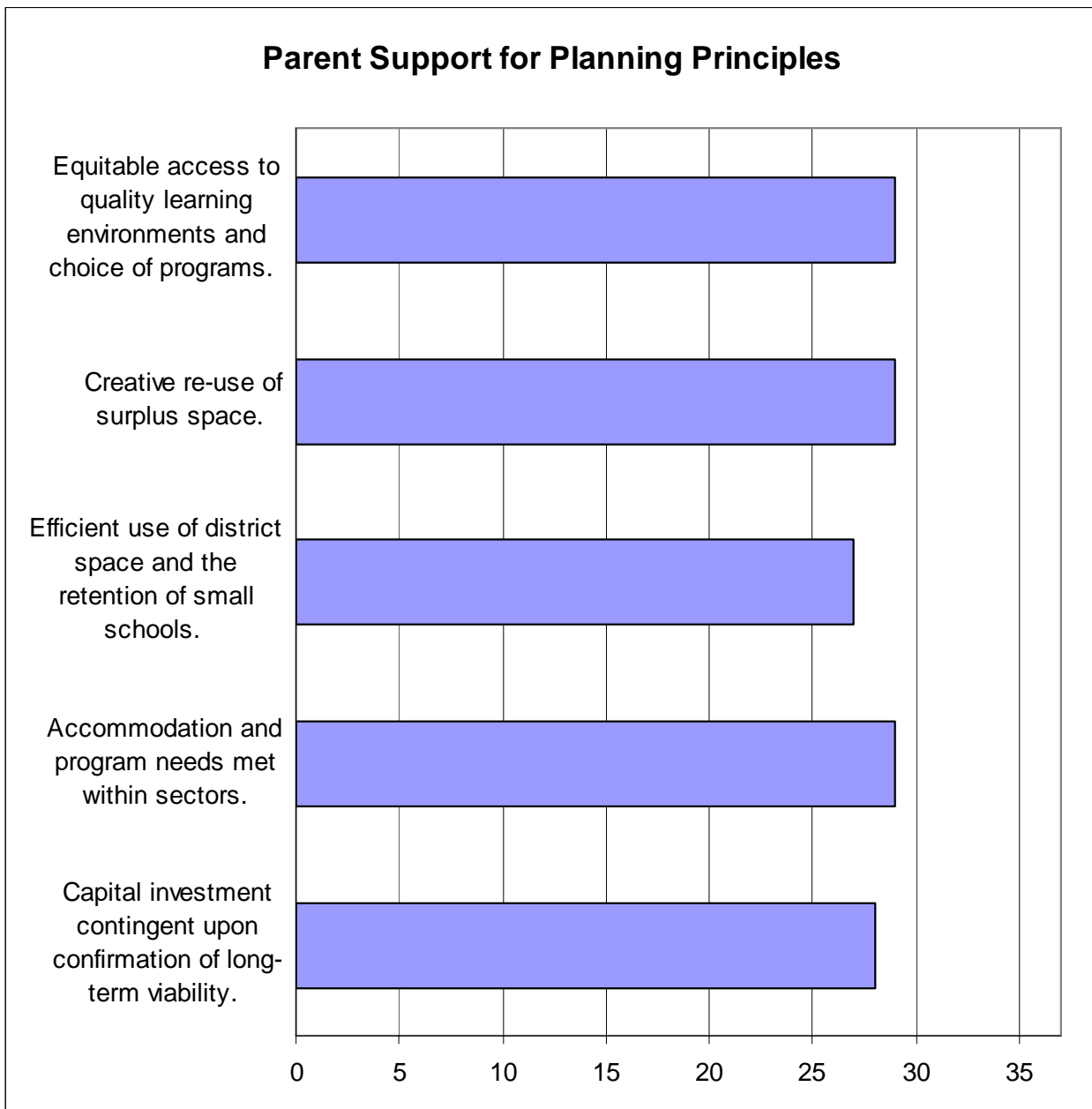
5. FEEDBACK ON PLANNING PRINCIPLES

5.1 Parents

5.1.1 Parent Support for Draft principles

Parent Support was strongest equally for the principles of: Equitable access to quality learning environments and choice of programs; Creative re-use of surplus space; and Accommodation and program needs.

Parent Support was weakest for the principles of: Efficient use of district space and the retention of small schools; and Capital investment contingent upon confirmation of long-term viability.



5.1.2 Parent Additional Suggested Principles

There were no repetitive suggestions from [parents on additional planning principles to report

5.1.3 Parent Comments on Principles

Equitable Access / Quality Learning Environments / Choice of Programs

There were several individual comments in this area. More than one parent offered comments on the importance of transportation access / equity and access within a quadrant / geographic area

Creative Reuse of Surplus Space

There were several individual comments in this area. More than one Parent offered suggestions, including: daycares, before/after school care, community policing, business partnerships, sports associations, and leases).

Small Schools Retention

There were several individual comments in this area.

Meet Accommodation / Program Needs within Sector

There were several individual comments in this area. More than one Parent offered comments on the importance of distance and travel time as well as sector size and definition.

Capital Investment / Long Term Viability

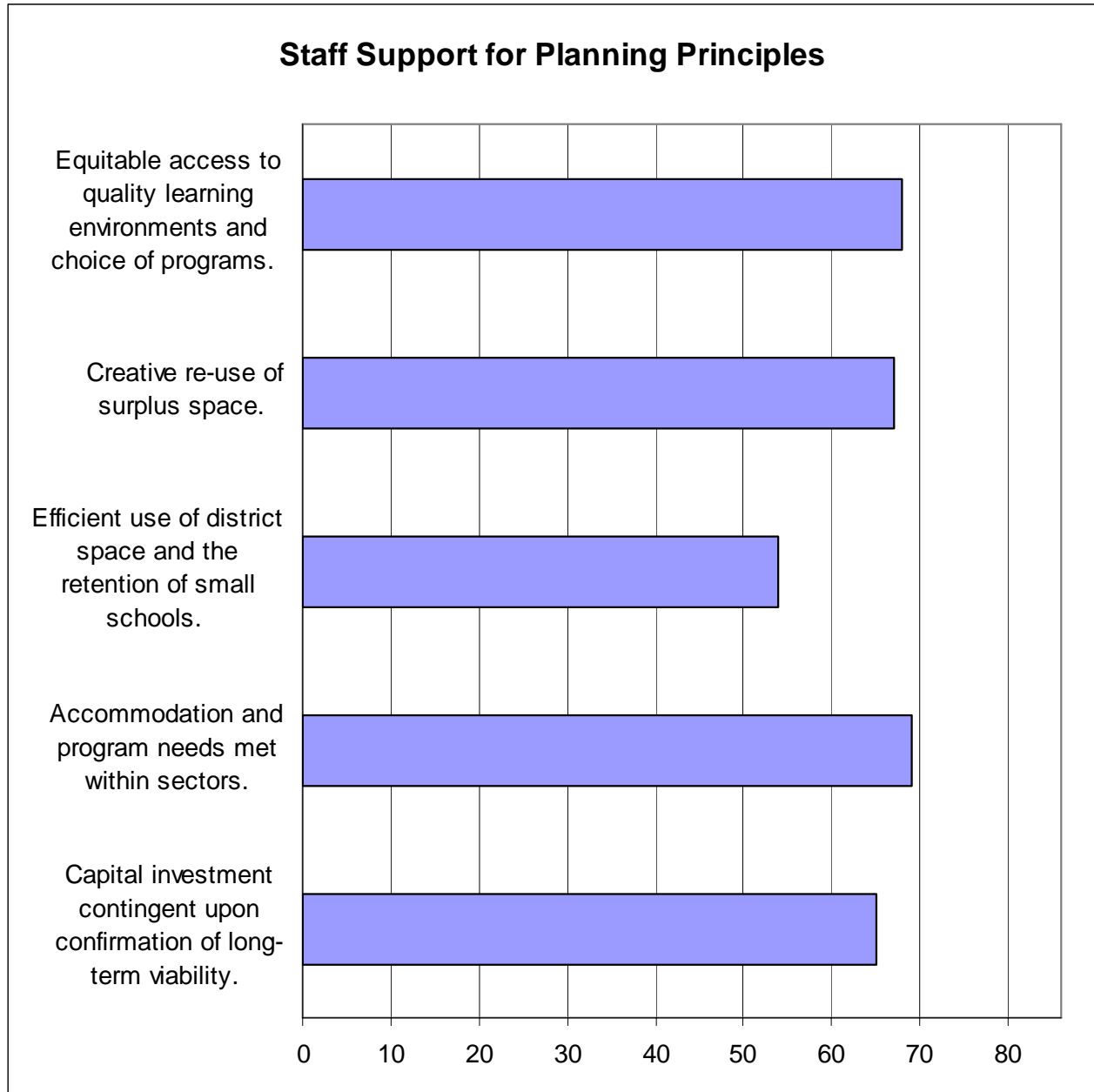
More than one Parent offered comments stating that older school upgrading required independent of viability

5.2 School staff

5.2.1 Staff Support for Draft Principles

Staff Support was strongest for the principles of: Accommodation and program needs met within sectors; and Equitable access to quality learning environments and choice of programs.

Staff Support was weakest for the principles of: Efficient use of district space and the retention of small schools; and Capital investment contingent upon confirmation of long-term viability.



5.2.2 Staff Additional Suggested Principles

There were several individual comments in this area. More than one Staff offered comments supporting: more regional than neighbourhood schools; school facility use options (programs of choice, share facility, lease, health services, community, daycare, after school care); community redevelopment; and a focus of process planning.

5.2.3 Staff Comments on Principles

Equitable Access / Quality Learning Environments / Choice of Programs

There were several individual comments in this area. More than one Staff offered comments on the importance of transportation access / equity; programming with a quadrant or geographic area; and the costs associated with choice of programs and equitable access.

Creative Reuse of Surplus Space

There were several individual comments in this area. More than one Staff offered suggestions, including

Catholic schools, capital health... put doctors, dentists, optometrists, leases, community programs or even businesses, leases, engineering company, preschools) as well as comments suggesting benefit / compatibility with the community.

Small Schools Retention

More than one Staff reinforced the importance of: small school definition; encouraging programs of choice; and the value of small schools (heart of the community learning environments, culture of schools).

Meet Accommodation / Program Needs within Sector

There were several individual comments in this area. More than one Staff offered comments on the importance of distance and travel time as well as sector size and definition.

Capital Investment / Long Term Viability

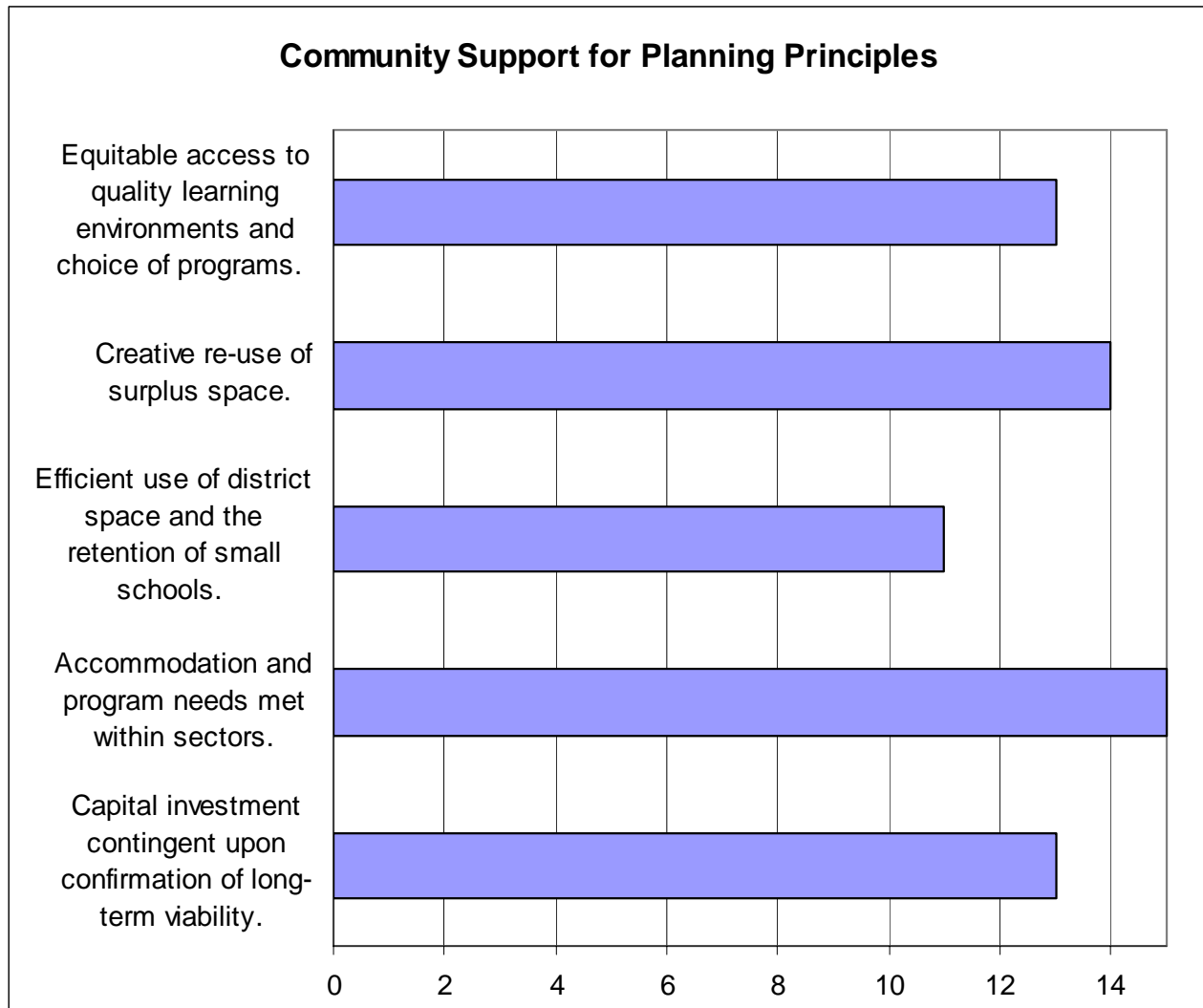
More than one Staff offered comments stating that: there needs to be a definition of long-term viability; the importance of investing in schools that are considered viable for the future; and a "Sustainable Schools" definition must be created.

5.3 Community

5.3.1 Community Support for Draft Principles

Community Support was strongest for the principles of: Accommodation and program needs met within sectors; and Creative re-use of surplus space.

Community Support was weakest for the principles of: Efficient use of district space and the retention of small schools; and equally for Equitable access to quality learning environments and choice of programs as well as Capital investments contingent upon confirmation of long-term viability.



5.3.2 Community Additional Suggested Principles

There were several individual comments in this area. More than one Community representative offered comments supporting: School facility alternative uses (private business, public libraries, catholic schools, other businesses i.e. share high school with engineering firm- firm uses gym / fitness equipment) as well as the Community Role and Value.

5.3.3 Community Comments on Principles

Equitable Access / Quality Learning Environments / Choice of Programs

There were no repetitive comments to report.

Creative Reuse of Surplus Space

More than one Community representative offered comments supporting Compatibility with Community.

Small Schools Retention

More than one Community representative offered comments supporting a small school viability definition and stressing the value of small schools (better for students, bring a sense of community, livelihood of communities).

Meet Accommodation / Program Needs within Sector

More than one Community representative offered comments supporting the principle of reasonable travel distance for bussing and that this differs by grade.

Capital Investment / Long Term Viability

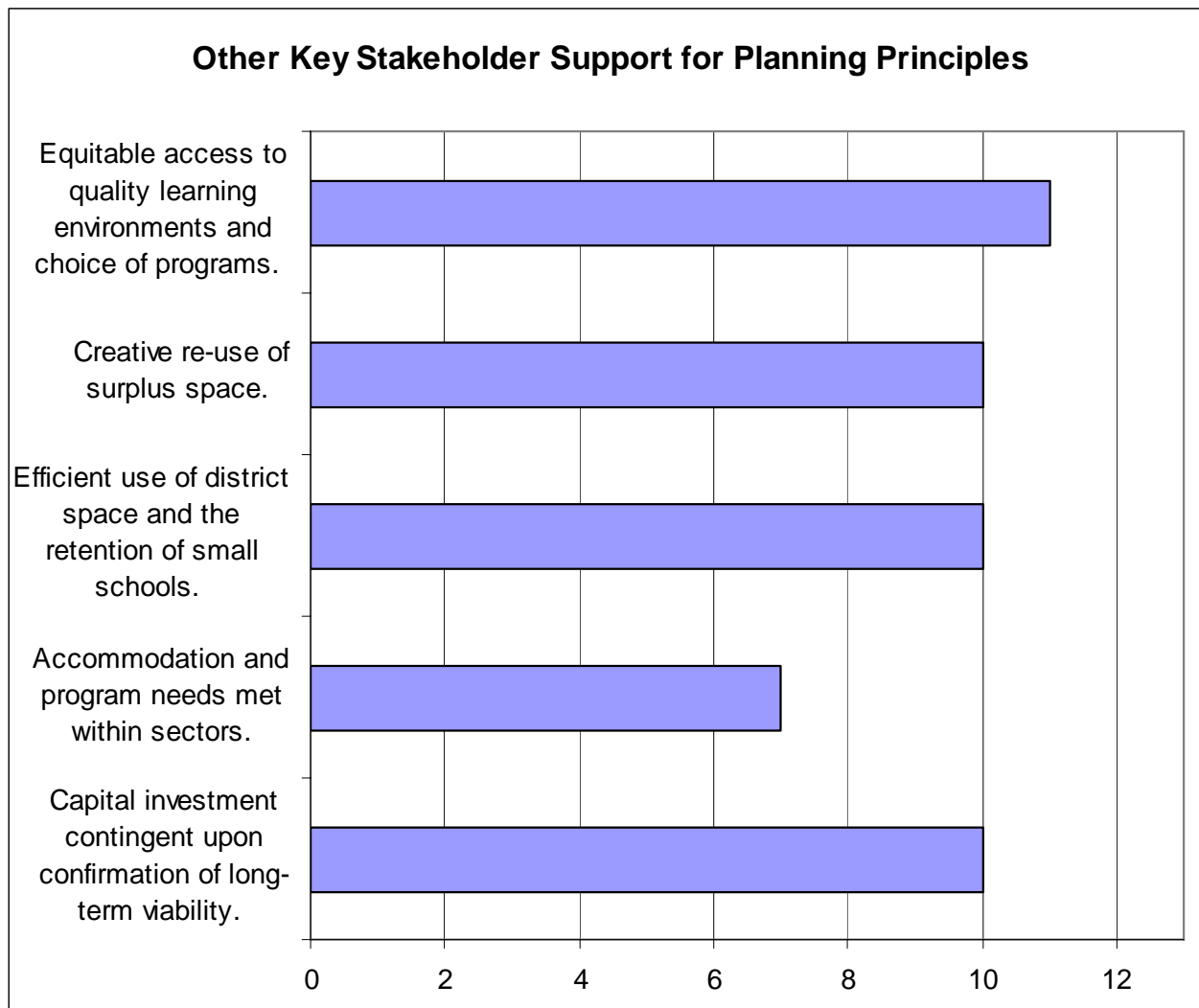
More than one Community representative offered comments supporting school facility alternative uses (for example, private business, public libraries, Catholic schools, other businesses i.e. share high school with engineering firm- firm uses gym / fitness equipment) and the importance of the community role and value.

5.4 Other Key Stakeholders

5.4.1 Other Key Stakeholders Support for Draft Principles

Other Key Stakeholders Support was strongest for the principles of: Equitable access to quality learning environments and choice of programs; then followed equally by Capital Investment contingent upon confirmation of long-term viability, Efficient use of district space and the retention of small schools, and Creative re-use of surplus space.

Other Key Stakeholders Support was weakest for the principle of: Accommodation and program needs met within sectors.



5.4.2 Other Key Stakeholders Additional Suggested Principles

There were no suggested additional planning principles from other key stakeholders.

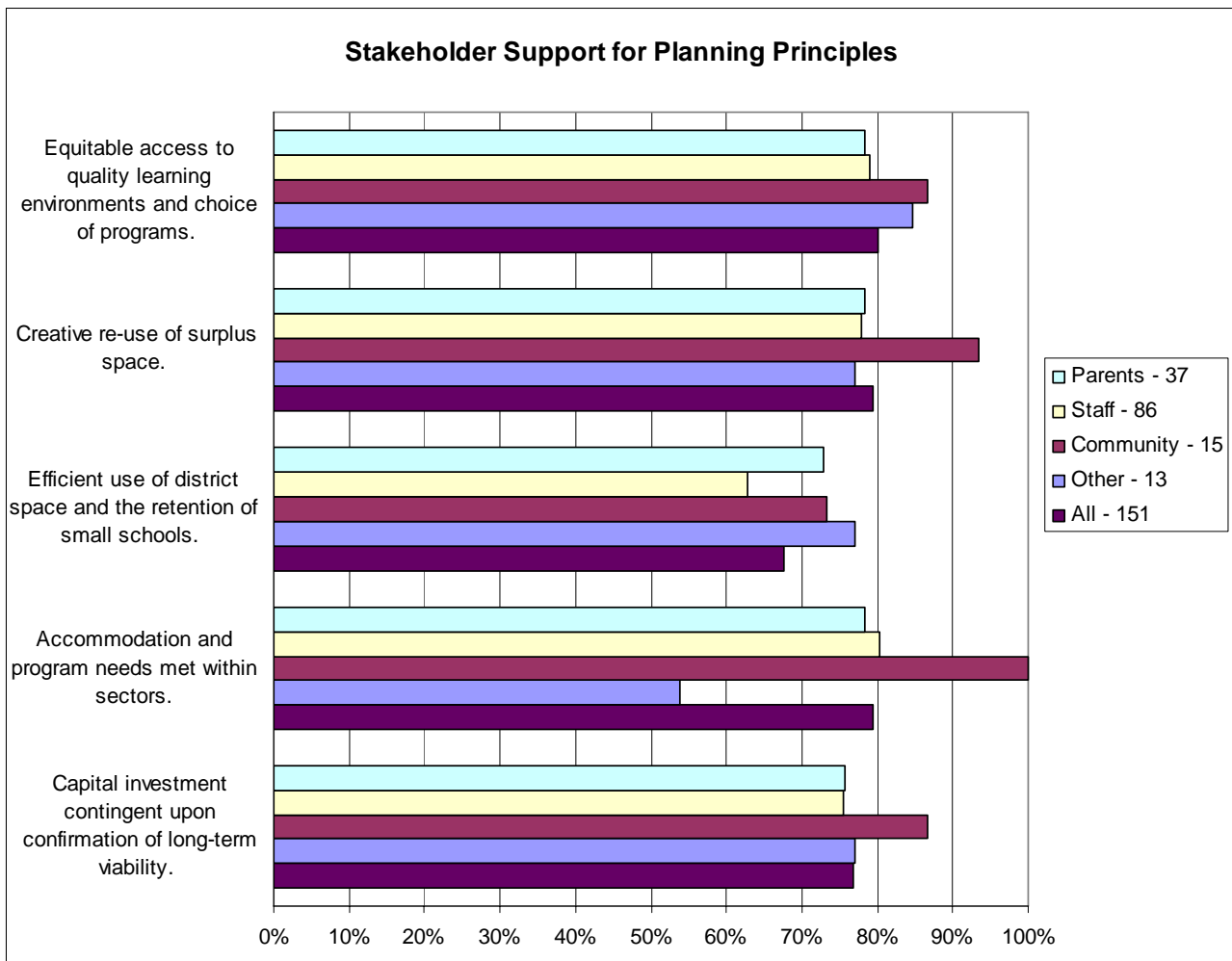
5.4.3 Other Key Stakeholders Comments on Principles

There were no repetitive comments in this area to report.

5.5 Summary – All Key Stakeholders

5.5.1 All Key Stakeholders Support for Draft Principles

Community Stakeholders showed the strongest percentage support of the Draft Principles relative to other Stakeholders. There was a significant percentage difference in Accommodation and program needs met with sectors support between Community (100%) relative to Other (54%).



5.5.2 All Key Stakeholders Additional Suggested Principles

There were several individual comments in this area. More than one Key Stakeholder offered comments supporting:

- More Regional than Neighbourhood Schools;
- School Facility Use options (programs of choice, share facility, lease, health services, community, daycare, after school care);
- Community Redevelopment; and
- Focus of Process Planning.

5.5.3 Summary of Comments on Planning Principles

Encourage:

- Offering academic programs of choice
- Sharing facilities with Edmonton Catholic Schools and Capital Health Authority
- Integrating preschools, community programs and businesses, e.g. doctors, dentists, optometrists

Recognize:

- The value of small schools – e.g. heart of the community, learning environments, culture of schools
- Costs associated with choice of programs and equitable access
- The importance of distance and travel time, and sector size
- The importance of transportation access / equity and programming within a quadrant or geographic area
- Investing in schools that are considered viable for the future
- The importance that any alternate school use is compatible with the community and EPS.

Provide Clear Definitions for key terms including:

- Sustainable schools
- Long-term viability
- Small schools
- Sectors